

# The Interdisciplinary MAP of Mentorship: A Circular Model to Integrate Junior Faculty within Health Professions Education

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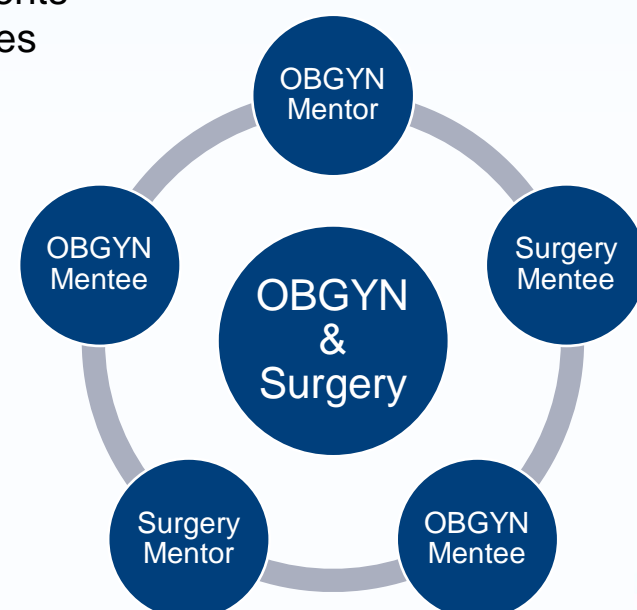
## Background

- Mentoring models range widely in terms of framework utilized, implementation modality, and anticipated outcomes.
- Mentorship of faculty has historically been structured as a one-to-one experience where junior faculty are paired with more senior faculty within a department.
- Scholarly literature highlights the benefits of mentorship with emphasis on:
  - academic promotion
  - leadership preparation
  - skill development
  - career advancement
  - job satisfaction and retention<sup>1</sup>
- Mentorship models and approaches, many of which have been applied to medical education, vary:
  - Traditional mentor dyads
  - Peer mentoring
  - Inter-departmental
  - Intra-departmental
  - Mentoring vs coaching
  - Needs of faculty from under-represented groups<sup>2-10</sup>
- We encapsulated best practices across multiple models to design the **TEACH Mentoring Advancement Program (T-MAP) Mentoring Circle Model**.<sup>11</sup>

## Mentoring Model

Virginia Tech Carilion School of Medicine (VTC SOM) Faculty Affairs and TEACH (Teaching Excellence Academy for Collaborative Healthcare) T-MAP Pilot Project:

- The T-MAP design incorporates both a Community of Practice theoretical framework and a Mentoring Circle model.<sup>11,12</sup>
- September 2022-October 2023
- Chairs nominated mentors and mentees (3 years or less experience in faculty role)
- Mentoring Circles: 1-3 junior faculty mentees and 1 senior faculty mentor from each of the 2 departments in each circle
- 3 Mentoring Circles represented 8 clinical and non-clinical departments
- 7 mentors/17 mentees



Example of a T-MAP Mentoring Circle

## Methods



### Pre-engagement training modules

- Introductory modules designed for mentors and mentees
- Completed prior to the T-MAP Orientation Event



### T-MAP Orientation & Celebration Events

- Introduced T-MAP structure
- Connected T-MAP Circles
- Recognition of mentor and mentee participation and commitment
- Awarded Digital T-MAP Badges



### Quarterly, Self-guided Learning Modules

- Curated resources with differing modalities for learning
- Content included: Diversity, Equity, and Inclusion; Teaching Skills; Well-being; and Feedback



### Quarterly T-MAP In-person Sessions

- In-person, co-learning (mentor and mentee) sessions led by internal experts discussing content pre-determined by needs assessment
- Topics included: Promotion Process & Career Advancement, Research & Scholarship, Leadership Development, Work-life Integration



### T-MAP Circle Meetings

- Mentors and mentees gathered at least quarterly (in-person or virtual)
- Structured questions provided to guide Circle conversations around T-MAP learning opportunities

## Findings to Date

- Mentors and mentees were surveyed regarding satisfaction of in-person quarterly sessions and self-guided learning modules
- Midpoint results demonstrate:
  - content provided via quarterly in-person sessions and curated self-guided learning modules increases content knowledge, supports skill-set development, and increases individual interest in the areas of equity/inclusion, leadership, teaching skills, and well-being.
  - mentoring circles have created a space for cross-departmental research and scholarship engagement.
- Mentees describe having an increased understanding of navigating the promotions process at the institution, which supports career advancement.
- Post-programmatic data will be collected in early Fall 2023 and will be available for reporting at the end of 2023.

## Discussion

- Development of T-MAP filled a need for a formal, structured mentorship program across the organization.
- Participation increased engagement and networking and has aligned with individualized participant learning needs by leveraging technology and creating flexible participation modalities.
- Facilitated deconstructing of departmental silos can foster enhanced scholarly research, clinical collaborations, and sense of belonging among faculty.
- Providing mentorship across departments allows for an enhanced scope of experience and increased opportunity for networking within a complex organization.

## Next Steps

Utilize evaluation data to modify T-MAP to benefit continuing and new participants.

Evaluate and analyze T-MAP participant data and control group data to better understand programmatic outcomes.

In Fall 2023, launched second phase of T-MAP incorporating lessons learned.

## Reference List QR Code

