Preparing Learning Community Faculty to be Humanistic Mentors

for longitudinal mentoring of students in their Professional Development Program

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LCI November 2016
Background
The GW Professional Development Program

- **Program**: 4 years, small groups, 2 mentors
- **Goal**: humanistic mentoring → students’ scientific and personal growth
- **Context**: 6 Learning communities, 22 small groups
6 Learning Communities with Professional Development Small Groups
Professional Development
Small Group
4 year relationship

Medical Mentor

Medical Mentor: Interviewing Expertise

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Content

- Small Group Workshops
- Portfolio Reflections
- Professional Progress Meetings
- Personal Growth Meetings

Method

- Experience
- Feedback
- Reflection

Goal

- Scientific Growth
- Personal Growth
- Complete Physician

Mentoring
Why Humanistic Mentoring?
The depersonalization rate among U.S. physicians:

- more than one-third of physicians have lost touch with the humanism & empathy, which is the heart of our profession

“...to educate the next generation of physicians to be not only compassionate caregivers, but also resilient physicians and supportive colleagues”

“Resilience and humanism are qualities that will serve our students... throughout their careers.”

*Reflective MedEd*

“Educating for Resilience and Humanism in an Uncertain Time”

Darrell Kirch
How do we provide our learners with resilience and humanism?

- To ensure professional identity formation of doctors who bring to patient care core values and virtues of the profession:
  - Integrity,
  - excellence,
  - compassion,
  - altruism,
  - respect,
  - empathy and
  - service

Humanistic mentoring
Definitions

**Mentoring:** a learning relationship, which helps learners take charge of their own development, to release their potential and to achieve results which they value (Lakhani, M).

**Humanistic mentoring:** brings to the learning relationship compassion, respect, and sensitivity to the values, autonomy, cultural and ethnic backgrounds of others. (Blatt, Fornari, Wolpaw)

“Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out expected delights along the way.” (Daloz, LA)
Preparing Faculty for Humanistic Mentoring
Experiential Learning of Skills

Supportive Group Process

Critical Reflection

Learners/Clinicians

Longitudinal Nature of the Program

Adapted by Alice Fornari from Branch, WT, *Teaching professional and humanistic values: Suggestion for a practical and theoretical model*
Mentor Training Program Overview

- Summer Workshops
- Piggyback Workshops
- Intersession Workshops
10 month Curriculum: Topics

1. Small Group Facilitation
2. Teaching and Assessing Reflection
3. Facilitating Students’ Personal Growth
4. Facilitating Students’ Scientific Growth
Topics

5. Facilitating the Case-Based Student Orientation

6. Using the Humanities to Teach Professionalism

7. Teaching with Simulated Patients

8. Giving Feedback

9. Mentor Reflection Session: Sharing Teaching Narratives

10. Motivational Interviewing
Format of Workshops

70 minutes, Conducted by Learning Community Leaders
Prepared in a Train-the-Trainers Workshop

Format

- Preparation
- Reflection on Topic
- Presentation of Principles
- Practice (role play)
- Debrief
Sample Session: Teaching with Simulated Patients

- Preparation—review manual
- Reflection on Topic—mentors’ experiences
- Presentation of Principles—modeling
- Practice (role play)—mentors practice conducting a student small group role play with an SP
- Debrief
THANK YOU
Arnold P. Gold Foundation*- for their support of this program and generous funding

Dr. William T. Branch- for collaboration (our program is inspired by his “Passing the Torch” curriculum and his on-going consultation).

*Mentoring

Scientific Growth

Personal Growth

Complete Physician

*Arnold P Gold Foundation grant funded program-http://www.gold-foundation.org/eight-grantees-will-create-mentoring-programs-to-promote-humanistic-patient-care/
References


3 http://humanism-in-medicine.org/eight-grantees-will-create-mentoring-programs-to-promote-humanistic-patient-care/
