



MENTORSHIP POLICY **ST.JOHN'S MEDICAL COLLEGE, BANGALORE – 560034**

Introduction

Mentoring programs in medical schools exist to provide students support and guidance that contribute to a fulfilling undergraduate medical experience. Mentoring is an act of community- building. It requires believing in and caring about young people- their future and ours. Mentoring is not an activity done just out of goodwill

Definition of Mentoring

Although precise definitions of mentorship vary, it is typically described as a relationship between two individuals where the mentor guides the mentee in a reciprocal relationship through listening and reflection often to promote career development, professional growth, or satisfaction

The objectives of a mentorship programme in St.John's Medical College

Frei et al identified four main objective areas in mentoring programs: career counselling, developing professionalism and personal growth, increasing interest in research and academic careers, and fostering interest in certain specialities which holds good for SJMC

Effective mentoring has been described by Jacobi (1991) as having five components which is adopted by the mentoring objectives of SJMC which are:

1. The relationship is focused on the achievement or acquiring knowledge;
2. It consists of support, direct assistance, and role modeling;
3. It has reciprocal benefits;
4. Relations are one to one in nature; and
5. Mentors have greater experience, influence, and achievement within the mentoring setting.

The goals of SJMC mentoring programs can also be to provide a safe environment that encourages and fosters reflection, promote self-care and wellness, guide personal development, provide a resource for students seeking guidance, enhance team building and problem-solving skills, and assist in career exploration

The benefits of mentoring

Mentoring benefits may be seen in three major domains of the institution: the students, the mentors, and the medical school community.

Potential benefits for students include career development, improved relationships with faculty, greater interest in research, aspirations toward academic careers, better academic performance, and emotional benefits, such as improved self-esteem and reduced stress.

Positive faculty experiences include the satisfaction of helping their students and positively affecting their students' careers . Mentoring programs can also strengthen the mentor's connection to the medical school, fortifying his or her identity and professional recognition within the school, and craft a greater sense of community. Mentoring encourages mentors to engage in self-reflection about their teaching role, potentially leading to their own personal development.

Potential benefits to the medical school community include the advancement of clinical care, more productive research programs, and an increased commitment to teaching. Mentoring is (usually) a one –to-one relationship over a period of time between a youth and an older person who provides consistent support and guidance. The goal of mentoring is to help mentees gain the skills and confidence to be responsible for their own futures, with an increasing emphasis on academic and occupational skills

MENTORSHIP CELL, ST JOHN'S MEDICAL COLLEGE, BANGALORE

The Cell Comprises of the

1. Dean, St.John's Medical College – Chairman
2. Vice Dean, Undergraduate Studies- Vice Chairman
3. Vice Dean, Postgraduate Studies-
4. Registrar, St.John's Medical College
5. Professor and Head, Dept of Medical Education
6. Student Counsellor
7. Mentorship Co-ordinator – Secretary
8. Assistant Mentorship Co-ordinator, SJMC – Joint Secretary
9. Assistant Mentorship Co-ordinator, SJMCH – Joint Secretary

Functions of the Cell:

1. The Cell will help in constituting a Mentorship Policy of St.John's Medical College and ensure the policy is implemented and approved by the Executive Committee so that it's formalised
2. The Cell will meet every quarter under the Chairmanship of the Dean, SJMC
3. The Cell will facilitate the functioning of the Mentorship programme for the medical students
4. The Cell will conduct sensitisation to all the first year Medical Students on the Mentorship during the Foundation Course
5. The Cell will also review any of the problem students as brought to it's notice by any of its members regarding – Attendance, Marks, Personal Issues, Major Medical Issues.
6. The Cell will review the feedback given by Mentors and Mentees regularly during these meetings.
7. The cell will meet the Students representatives of all batches and the Student council once in 6 months on the progress of the mentorship programme and the feedback. The Cell can also take any action in case of any complaints regarding mentors from the students.
8. The Cell will conduct the initial training and or workshops to all the mentors on various aspects of Mentorship.

9. The Cell will meet all the Mentors once every 6 months to hear any grievances and solve any issues pertaining to mentorship. The suggestions taken from the Mentors will also be considered.
10. The Cell will review the new applicants for Mentorship and conduct sensitisation workshops
11. The Cell will co-ordinate get together of all the Mentors and Mentees annually with appreciation words from the Management

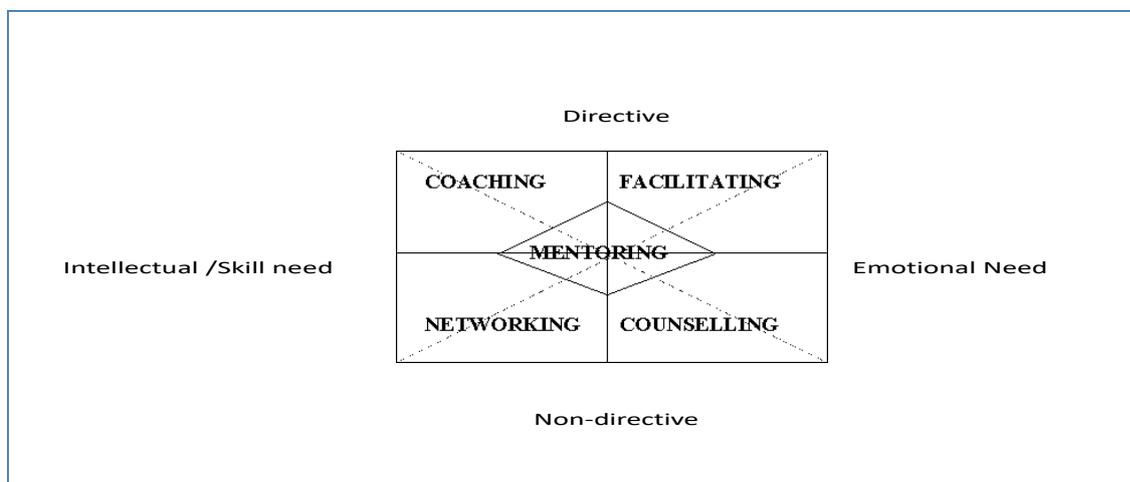
Mentor in St.John’s Medical College

The Mentorship cell has decided in one of it’s extensive deliberations and consultations that any teaching faculty who has completed at least 5 yrs of teaching experience in SJNAHS will be considered as a Mentor. This criterion has been adopted since the number of medical students intake has been increased to 150 per year. And the optimum and effective Mentor –Mentee ratio is 1: 3.

Qualities required in a mentor-

- * Prepare to listen, share and confide.
- * Be genuine, warm, accepting, non judgmental, confidential, and empathetic.
- * Be accessible, approachable and available
- * Ability to plan mentoring sessions
- * Ability to solve problems, creative thinking, motivate students
- * Self Assessment format attached (Annex 1)

The roles and responsibilities of Mentor- Mentees in St.John’s Medical College



1. What is the Faculty Mentor's role?

The mentor will help the mentee in

- Understanding the institution's culture and the medical course
- Becoming familiar with campus life and its support services
- Communicating and socializing with staff and peers
- Becoming informed about administrative procedures
- Transitioning to new methods of learning and working
- Setting goals: short term goals for learning and long-term goals for career purposes
- Transferring knowledge in skills relating to communication, critical thinking, responsibility, flexibility, and team work, that cannot be learned from books
- Pointing out strengths and areas for development
- Answering any questions, even those pertaining to personal matters
- Supporting the student even after studies are completed.
- Becoming a source of information and assistance to help new students settle in
- Making the first year students feel a sense of belonging to the Institution
- Contributing to developing an excellent supportive environment
- Recognizing and responding to feelings of anxiety or isolation among new students
- Referring them to the Student Counsellor as and when necessary

2. What is the mentee's role?

- To be enthusiastic, curious, and ambitious when discussing interests with Mentor.
- Try to attend all meetings and arrive on time. If delayed or cannot attend, letting the Mentor know in advance.
- Respecting the mentors time and space. The mentor understands that setting up meetings may be hard to do, especially with the hectic class schedule of Mentees, and Mentors are also busy too; hence the timings of the meetings should be flexible
- Finding out the Mentor's preference for contact: e-mail, phone number or personally.
- Keeping Mentor informed of the progress of the Mentee and the importance of staying connected even in-between meetings.
- Mentee can easily e-mail or message the Mentor to for keeping informed
- Considering the information the Mentor tells you to be privileged and not to share it outside your mentor-mentee group.

- Its important to be patient because it takes time and effort to build a Mentor- Mentee relationship.
- Always to be receptive to suggestions and feedback.

Standard Protocol for Mentor- Mentee Interactions

1. Mentor – Mentee Meetings:

- * It is preferable to meet your mentee once a month
- * The venue is encouraged to be within the campus of St.John’s National Academy of Health Sciences and the choice can be made by the mentees and the mentors together in compliance with the Sexual Harassment policy of St. John’s National Academy of Health Sciences.
- * It is desirable to keep a informal documentation of the mentee you have met and the summary of the issues discussed
- * There will be once in 3 months review of your meetings with the mentees by the mentorship co-ordinator along with the Dean. This will done online thro email. The Mentors are expected to send these forms filled and mailed
- * You will be allocated 3 mentees from the same batch that will be with you throughout their medical years.
- * The students will be a combination of boys, girls and religious nuns.
- * It will be good if the mentor can spend 20- 30 minutes with them during every meeting. It is upto the mentor to meet in the group or individually
- * The following may be discussed in the meetings: Curricular regarding marks, tests, difficulties faced, attendance, student research etc. Extracurricular like – competitions attended, sports, personal problems if any
- * The Mentors have an option of approaching the Mentorship co-ordinator directly if you feel that the mentee is non-complaint
- * Similarly the mentees have an option of directly approaching the mentorship co-ordinator if they find any issues incompatible with the mentor
- * There will be a regular feedback from the mentees as well as from the mentors. We will starting the feedback once in 6 months in the beginning and a decision will be taken if required more frequently eventually

- * Please do be in touch with Co-ordinator/Counsellor as the issue may be for any queries/ clarifications regarding this.
- * These meetings are considered formal and compulsory. The venue has to be within the campus of St.John's National Academy of Health Sciences during working hours (9AM -4.30pm) and the choice can be made by the mentees and mentors together. It's preferable not to meet the students at mentor's house or outside the campus.

2. Referrals

- * The Mentor has to contact the Mentorship Co-ordinator or the Dean/Vice Dean UG Studies directly if they feel that the mentee requires immediate medical attention or in case of any emergency. And make sure that confidentiality is maintained
- * The Mentor should not contact the parent directly
- * The Mentor can facilitate a discussion with the student Counsellor (1st floor of the Medical College) if they feel attention is required on personal issues, learning through Dean/ Vice Dean (UG) preferably
- * Mentor can refer to an expert specialist upon his/her discretion if they feel attention is required and confidentiality will be maintained
- * The Mentor can refer the mentee upon their own discretion for other medical illness to any specialists whom they know well.
- * Any sensitive issues concerning the student **must be kept confidential** and will not be discussed with the other faculty of the same or other departments. And breach of the confidentiality will be viewed by the Dean seriously.

3. Mentoring Dropout

- * Please bring it to the notice of the mentorship co-ordinator by an official mail/ letter atleast 2 months in advance if you are retiring, resigning or going on long leave (sabbatical/ study leave) so that your mentees gets reallocated to a different mentor. The individual files of the mentees have to be handed over to the Mentorship Co-ordinator without fail.
- * If you are out of station for long periods (1-2 months), it is better to inform the Mentorship co-ordinator, so that these students can meet the co-ordinator. And

it is necessary to update the co-ordinator by mail the names of the students, contact numbers and any serious issues with any of the mentees.

How is the mentoring process documented and evaluated?

- * Mentor – Individual format (Attached Annex 2) will be given to the mentor who will use it when an interaction takes place. A feedback form will be sent by mail through the Dean's office once in 3-6 months which has to be filled immediately and sent back.
- * Mentee – Each mentee will also have a form (Attached Annex 3) as documentation for the meeting having taken place. The Mentee feedback is also sent once in 3-6 months on their respective mentors which will be scrutinised seriously by the Mentorship Cell

What's the institutional role in mentoring?

- * St. John's National Academy strongly believes in bettering of their students and having the core competency imparted to each of the graduating student.
- * The Institution strongly believes that these core values can be imparted not just by quality training of the students but also an individual attention given to them.
- * The Management has strongly felt that the faculty who are putting in extra time and efforts apart from their regular responsibilities for Mentorship will be given due considerations

ANNEX 1

Self Assessment of Mentor quality checklist

One has a low score and five has high score. You can give a score appropriate to the statement.

| Sl. No. | Mentor qualities | 1 | 2 | 3 | 4 | 5 |
|---------|--|---|---|---|---|---|
| 1 | I am supportive to my mentee | | | | | |
| 2 | I challenge them to do better | | | | | |
| 3 | I am patient with my mentee | | | | | |
| 4 | I guide them to new levels of achievement | | | | | |
| 5 | I expose them to new ideas and perspectives | | | | | |
| 6 | I reinstate the values and norms of the society and institution | | | | | |
| 7 | I do not consider my experiences superior to theirs | | | | | |
| 8 | I use humor with my mentees | | | | | |
| 9 | I am enthusiastic about mentoring | | | | | |
| 10 | I help them solve issues | | | | | |
| 11 | I listen to their problems | | | | | |
| 12 | I am approachable to my mentees | | | | | |
| 13 | I am available to my mentees | | | | | |
| 14 | I engage students in mentoring session beyond my subject expertise | | | | | |
| 15 | I guide them in interpersonal relationship building | | | | | |
| 16 | I do not go out of my way or out of institutional boundaries as a mentor | | | | | |
| 17 | I am able to fix time for mentoring as a priority | | | | | |
| 18 | I am able to discuss long term life plans of my mentee | | | | | |
| 19 | I let my mentee express their emotions | | | | | |
| 20 | I don't allow them to speak negatively about other students, teachers and administration | | | | | |
| 21 | I am able to motivate my mentee | | | | | |
| 22 | I am able to meet my mentee regularly | | | | | |
| 23 | I update my knowledge regularly | | | | | |
| 24 | I am able to form positive attitudes in mentee | | | | | |
| 25 | I am able to see the students unique | | | | | |

Maximum score you can get is 125 and minimum 25. Total the scores at the end.

1. Score less than 60- Need to Improve (develop interest and skills)
2. 60-75- average (identify areas of improvement)
3. 75-100- good (good, still you can excel)
4. 100 and above excellent qualities. (Keep up the spirit, engage in mentor mentoring programmes)

Total Score obtained:

ANNEX 2

Mentoring Program Monthly/ Quarterly Documentation

Name of the Mentor:

| Sl. No. | Name of the Mentee | Did you meet? | | If No, Reasons | If yes, how do you rate the meeting?* | Comments |
|---------|--------------------|---------------|----|----------------|---------------------------------------|----------|
| | | Yes | No | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

Date:

* You can rate it on a scale of 0-10 where **0** is not at all *satisfactory/ useful/ effective* etc. and **10** is *completely satisfactory/useful/ effective* etc. Or, you may use your own way of indicating the effectiveness of the meeting.

