

Subject Outline: Elective A – Mentoring in the Workplace



THE AUSTRALASIAN COLLEGE
OF DERMATOLOGISTS

Course: Master of Dermatology (Coursework)

Subject: Elective A: Mentoring in the Workplace

Credit Points: 4

Year/Semester Delivered: 2/4

Subject Outline:

This subject explores the key issues involved in supporting colleagues, students or others interested in learning through a mentoring relationship.

It is centred on a series of online tutorials which cover the key topics including:

- (1) What is mentoring: Areas covered include:
 - Mentoring vs coaching
 - Characteristics of a coach and mentor
 - Formal vs informal
 - Mentor-mentee cross benefit
 - Mentoring and the GROW Model
- (2) Developing a plan
 - Steps- Starting point,.....agreed exit point and exit plan
 - SMART
 - Form, practical logistics, laying the ground rules, current status (inventory), document the plan
- (3) Elements of mentoring
 - Support (through: active listening, disclosure, recognizing special factors/needs)
 - Trust
 - Challenge (GOALS/Feedback, Conflict)
 - Vision (Reflective questioning, closure)
- (4) Feedback and monitoring
 - General guidelines
 - Approaches
 - IMPROVE model
 - Negative feedback (The Sandwich Model)
 - Do's and Don'ts of Feedback
 - Evaluation of the relationship outcome.

- (5) Mentoring in the medical context
 - Professional development
 - Personal support
 - Education
 - Problems associated with formal mentoring in a medical context

The tutorials include a range of activities centred on case studies, readings and research papers relating to mentoring. Responses to these will form the main component of assessment in this subject.

Additionally each tutorial has an exit quiz

Learning Outcomes:

Each tutorial has its own set of specific learning outcomes. The broad outcomes listed below are aligned with these.

After completing this subject, students will be able to:

1. Demonstrate an understanding of the mentoring process and its role in medical teaching and learning
2. Critically appraise current research in the area of mentor-mentee relationship issues in a medical context
3. Devise a mentoring program/plan specific to an identified need.
4. Develop a Professional/workplace inventory
5. Demonstrate an ability to facilitate a mentoring relationship in the work-place
6. Critically evaluate the effectiveness of a mentoring relationship

Student Workload:

The following extract for the ACD Academic Awards Framework Policy should be used as a guide to the minimum time a student should spend working on this subject.

“A 4 credit point subject will have a minimum of 48 hours teaching time associated with it ...” per semester.

“1CP will equate to a minimum of 2.5 hours personal study time per week for the student. Over a semester (20 weeks) this equates to 200 hours of personal study time for a 4 CP subject”.

Teaching:

- F2F teaching sessions by arrangement
- Weekly Virtual classroom sessions (Includes contribution to online discussion)
- Student self-paced online study.

Assessment:

- Written assignments based on teaching sessions, discussions, supplied scenarios, work-place based practice and readings embedded within the online tutorials.
- Written assignments/reports on mentoring relationships
- Virtual classroom contributions

Assessment task	Weight	Subject Learning outcomes assessed	Curriculum Learning Outcomes	Due date
MCQ Quiz	10%	All	LO 25	
Written Assignment 1: Research report – Issues with formal mentoring in a medical context	15%	1, 2	LO 25	TBA
Written Assignment 2: Design a complete mentoring program based on a set scenario	20%	3, 4	LO 25	
Written Assignment 3: Report on a short term work-place based mentoring relationship conducted by you	30%	5	LO 25	TBA
Written Assignment 4: Report on an evaluation of the mentoring relationship conducted for assignment 3	20%	6	LO 25	
Discussion: Case and/or webinar Contribution	5%	All	LO 25	Assessed Weekly

Recommended Resources:

Each online tutorial:

- References appropriate sections together with research and journal articles.
- Contains contextualized inbuilt readings
- Contains inbuilt video resources which are available for download for private study.

Curriculum Mapping:

DOMAIN 4: Professional Qualities

Learning outcomes

LO 25: Participate in dermatological research, building own dermatological knowledge and skills as well as contributing to the dermatological knowledge base and understanding of patients, colleagues, carers and other health care professionals