




**Pathways to Success:
Cultivating Excellence through
Workplace Mentorship**

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Objectives

1. Participants will identify >3 benefits of mentorship for occupational therapy practitioners.
2. Participants will hypothesize barriers they may face, in the context of their workplace, that make workplace mentorship challenging.
3. Participants will participate in a commitment to learning activity.





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Getting to Know You!

- What is your role?
- Do you have a mentor?
- Do you mentor others?

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Slide 3

AHO Do you have a mentor? --> Add in a question about did you SEEK OUT a mentor? Or was it provided through workplace?

Abigail Hamilton, 2024-08-30T12:39:22.272

Mentorship, Defined



"Mentorship is a professional, working **alliance** in which individuals work together over time to support the personal and professional growth, development and success of the **relational partners** through the provision of **career and psychosocial support**." (Dahlberg & Bryars-Winston, 2020)

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Mentorship in Occupational Therapy



According to the OTPF-4, occupational therapy practitioners have an obligation to practice according to the cornerstones of occupational therapy practice

Practitioners can better develop an ability to practice according to the cornerstones through education, **mentorship**, and experience.

- Core values and beliefs rooted in occupation
- Knowledge of and expertise in the therapeutic use of occupation
- Professional behaviors and dispositions
- Therapeutic use of self

(AOTA, 2020)

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Mentorship in Occupational Therapy



"The American Occupational Therapy Association (AOTA) asserts that continuing competence is essential to occupational therapists and occupational therapy assistants for fulfilling their roles and abilities across experience, context, and time." (AOTA, 2021).



Mentorship may be an essential addition to current professional development practices in occupational therapy (Gee et al., 2024).

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Benefits of Mentorship hopebridge
Occupational Therapy Center

Increasing confidence, discipline, resilience, and self-efficacy	Increased career satisfaction	Improved work-life balance
Reduced levels of burnout	Enhanced parenting skills and relationships with family	Improved collaboration across disciplines
Enhances academic research	Increased clinical competency	Improved patient interactions

(Toh et al., 2022) AT

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Benefits of Mentorship hopebridge
Occupational Therapy Center

<p>Career Outcomes</p> <ul style="list-style-type: none"> Career Satisfaction Promotion Rate Compensation Increases 	<p>Professional Attitudes</p> <ul style="list-style-type: none"> Job Satisfaction Work-Life Balance
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(Mitchell et al., 2015) CC

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Mentorship is a tool that can propel an occupational therapy practitioner to success, however, it is a tool that many practitioners do not use effectively.

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Workplace Mentorship Program



Needs Assessment

A needs assessment was distributed to outpatient therapies team members to gain insight into areas of need for professional development and mentorship. 51 practitioners responded (25 occupational therapy practitioners, 26 speech-language pathologists)

- 68.6% reported they reference research to guide EBP less than quarterly
- 19.6% reported they have *never* had a mentor (61% indicated they do not currently have a mentor)
- 31.4% reported they participate in professional learning communities (e.g. professional forums, social media groups, etc.) less than quarterly

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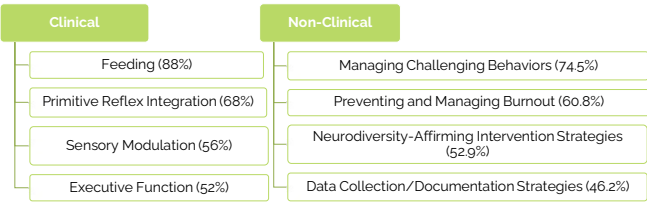
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Workplace Mentorship Program



Needs Assessment

Respondents were asked to indicate clinical (and non-clinical) topic areas that they feel they would want/need to develop in:



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Workplace Mentorship Program



Program Development

Hierarchy of Program



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Workplace Mentorship Program



Program Development

Mentor Selection

- Application
- Interview
- Review of clinician skills (interpersonal skills, leadership skills, clinical competence)



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Workplace Mentorship Program



Program Development

Topic Selection

- "Regardless of content, small group mentorship is beneficial and should be considered an essential addition to professional development practices" (Gee et al., 2024).
- Intentional
- Based on data (clinical competency assessment, professional development plans, needs assessment, etc.)



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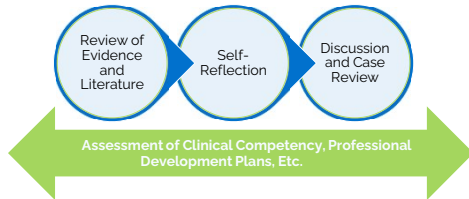
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Workplace Mentorship Program




Program Development

Core Tenants

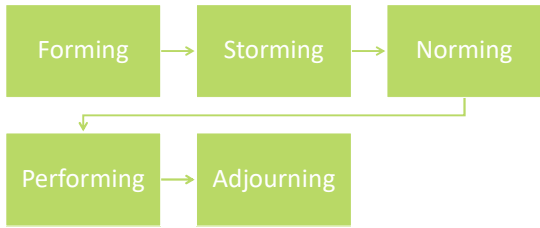


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Workplace Mentorship Program 

Program Development
Account for Tuckman's Stages of Group Development




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    graph LR
      A[Forming] --> B[Storming]
      B --> C[Norming]
      C --> D[Performing]
      D --> E[Adjourning]
  
```

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Workplace Mentorship Program 

Program Outcomes

- 78.2% attendance (monthly average); >100 clinicians participating in mentorship
- 70 clinicians created professional development plans to identify and target development opportunities
- 92.6% of mentees agree or strongly agree that content reviewed supports their clinical growth
- 92.2% of mentees agree or strongly agree that content reviewed supports their professional growth/development

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Workplace Mentorship Program 

Program Outcomes
Themes

Strengths

- Social Opportunities
- Collaboration Opportunities
- Small-Group Format
- Relevance of Content
- Access to Experienced Mentors

Weaknesses

- Time to Participate
- Technological Difficulties
- Remote Set-Up of Program

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Workplace Mentorship Program

Program Outcomes

Given feedback from program participants at all levels, we have already begun to brainstorm what changes may need to occur to the mentorship program to ensure maximum benefit is maintained.

As OTPs, we are accustomed to determining a need, coming up with a plan, and assessing how that plan is working during our therapeutic process. This can be applied to the context of a workplace mentorship program.

American Occupational Therapy Association. (2020). Occupational Therapy Practice Guidelines: Assessment and Intervention. (3rd ed.). American Occupational Therapy Association. Retrieved from <https://doi.org/10.1016/j.pro.2020.100000>

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Mentorship, Discussion

Considerations when Implementing a Workplace Mentorship Program

- Mentor selection (clinical competence, interpersonal skills, goal-oriented) (Horner & Minfie, 2011)
- Delivery format
- Group size
- Ability to offer CEUs (through mentorship or group-study as defined by NBCOT)
- Meeting cadence
- Topic selection

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Mentorship, Discussion

Modifying a Workplace Mentorship Program per Setting

Setting	Hopebridge	SNF	School-Based	AHO
Delivery Format	Virtual			
Group Size	Small-Group			
Meeting Cadence	1x/month, 60 min.			
Topics	Sensory, Feeding, Executive Function, AAC, Primitive Reflex Integration, ...			

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Slide 19

AHO [@Courtney Cowden] assigned this to you - feel free to add notes or change the slide however you'd like :)

Abigail Hamilton, 2024-09-04T17:54:45.586

Slide 21

AHO [@Amanda Trent] added this slide that is related to your previous assigned slide (considerations). It will be a group discussion/activity - would you feel comfortable leading that? If not, I'd be happy to take this slide!

Abigail Hamilton, 2024-09-04T16:17:04.243

Mentorship, Discussion



Summary


Mentorship is a tool that should be used to support professional growth and clinical competence (AJOT, 2014).

Workplace mentorship *is* possible, and mentorship should be considered by more organizations (and individual clinicians) as an effective tool to improve clinical competency levels and promote leadership development.



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Let's take a moment to make a commitment to learning.



The value of learning is important to me. I am willing to commit to developing myself in the following way to propel the profession forward and serve my clients to the best of my ability:



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Questions?

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References



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Toh, R.Q.E., Koh, K.K., Lua, J.K. et al. The role of mentoring, supervision, coaching, teaching and instruction on professional identity formation: a systematic scoping review. *BMC Med Educ* 22, 531 (2022). <https://doi.org/10.1186/s12909-022-03589-z>
