



MACP PORTFOLIO ROUTE

PORTFOLIO E-MENTORSHIP HANDBOOK

Guide for mentees and mentors

ONLINE MENTORING

This is a document produced to assist with the online mentoring process for the portfolio route to membership with the MACP. Online mentoring enables experienced MACP members to support an applicant through the portfolio route to membership. The process of mentorship should be an agreed partnership. Mentoring can be adapted for the specific needs of applicants whose support needs will differ, such as: developing areas of knowledge and understanding; guidance to facilitate the development of the portfolio; a 'sounding board' for ideas or accountability in progress toward completing the submission.

HOW IS THIS ACHIEVED?

Developing a learning contract is a vital first step in the mentorship process. The learning contract is important to:

- Establish the expectations of the mentee and mentor.
- Set learning objectives and a timeframe for the period of mentorship.
- Outline the processes by which the objectives will be achieved and the responsibilities of each person.
- Identify how the achievement of objectives will be evaluated.

The learning contract will include a proposed schedule for communication. Mentors and mentees will agree:

- A regular schedule for meetings/communication.
- A maximum duration for meetings/ email responses.

THE LEARNING CONTRACT

A learning contract is a document agreed by both the mentee and mentor to help to structure the mentorship process. It identifies goals agreed between the mentee and mentor; the resources and strategies required to facilitate the achievement of goals and identify how progress will be evidenced. This formal planning is essential to identify realistic aims and achieve these within the timeframe agreed for online mentoring.

Within a clinical context, learning contracts have been shown to increase the mentee's autonomy as well as their motivation to learn, and improve shared learning between the mentor and the mentee. The reflection this will initiate should lead to a less didactic mentoring experience and provide an experiential learning environment. It is this experiential learning which has been so closely linked with developing expertise.

STAGES OF A LEARNING CONTRACT

1. Identification of the needs of the mentee during the mentoring process. These needs should be identified prior to the first meeting by the mentee to facilitate discussion.
2. Identify the mentor's expectations and availability for meetings.

3. Exploration of learning opportunities available.
4. Specification of goals/ objectives and learning outcomes for the duration of the mentoring process.
5. Formulation of an action plan to achieve the agreed outcomes.
6. Division of responsibilities between mentee and mentor.
7. Determination of a time-scale for achieving goals and outcomes and agree frequency of meetings.
8. Evaluation of outcomes against agreed goals.

ROLE OF THE MENTEE

- Take responsibility for their own learning.
- Do a SWOT analysis to gain a better insight into what is needed to support their portfolio development, prior to setting aims/ objectives/ outcomes.
- Approach the mentorship relationship in the spirit of respect and collegiality and always behave in a professional manner.
- Enter a partnership with the mentor to meet the aims of online mentorship.
- Keep agreed appointments with their mentor or inform them in good time if rescheduling is necessary.
- Refrain from contacting their mentor outside of agreed appointment times, unless specifically agreed in advance.
- Where appropriate, identify gaps in portfolio preparation in line with the IFOMPT (2016) dimensions and use this as a basis to identify learning objectives.
- Agree the method of communication with the mentor (email, video conferencing etc).
- Maintain honesty about progress and receive suggestions graciously, acknowledging it is given with the intention of aiding development.

ROLE OF THE MENTOR

- Advise the mentee by initiating discussions, providing feedback, sharing expertise and experience where appropriate.
- Act as a critical friend and a sounding board and encourage the mentee to share reflections.
- Approach the role in the spirit of respect and collegiality and always behave in a professional manner.
- Give informal feedback on components of portfolio (this number should be agreed in the learning objectives and the mentor should not check every piece of portfolio evidence). The mentor is not involved in the marking of the final submission and therefore this should be taken into consideration in the type of feedback given.
- Assist the mentee in setting the learning objectives e.g. through assisting in identifying resources available.
- Agree the frequency of mentorship meetings/ communication.
- Review the allocated paid mentorship hours available and allocate the use of time accordingly.

- Maintain confidentiality of mentorship meetings, apart from debriefing with other MACP coaches about their experience of the process.
- Strive to provide advice to the participant in a supportive, non-judgmental manner.
- Inform the participant and MACP Coordinator immediately should a conflict of interest arise.

Things to discuss in your mentorship meetings will depend, naturally, upon what the needs of the mentee. Mentoring meetings will likely proceed along the following lines:

1. How is it going overall?
2. How have you progressed on the goals set in the previous meeting?
3. What have you found challenging?
4. What strategies do you need to implement to meet these challenges?
5. What are your goals moving on from today?

FOLLOWING MENTORSHIP SESSIONS

Immediately following each meeting, the mentee will send the mentor a summary of:

- The meeting that just occurred and what was discussed.
- An updated version of learning outcomes document (see below), with a forward account of goals for the next meeting
- Any further notes/reminders

Please note: Failure to abide by these protocols may result in the termination of the mentoring relationship.

DOCUMENTS TO SUPPORT ONLINE MENTORSHIP

SWOT ANALYSIS

<u>Strengths</u>	<u>Weaknesses</u>
<u>Opportunities</u>	<u>Threats</u>

The mentee should complete a SWOT analysis prior to meeting with their mentor

Date completed:

ONLINE MENTORSHIP OUTCOMES DOCUMENT

MENTEE NAME.....

MENTOR NAME.....

DATE AGREED.....

DATE FOR REVIEW.....

Specific SMART objectives	Strategies and resources (what is needed in order to achieve objectives?)	Evidence of outcome (what is needed to identify objectives have been met?)	Date to be achieved
SMART objectives are Specific, Measurable, Achievable, Relevant and Time-oriented.			

NOTE

If there are any questions or concerns about MACP Mentoring, please contact the Pathway Lead.

Associated documents:

MACP PORTFOLIO ROUTE - Mentored Clinical Practice Handbook (2021)

Manchester Metropolitan University, Mentoring guidelines

University of Southampton learning contract (2016)

Bibliography:

Rushton A, Lindsay G. Defining the construct of master's level clinical practice in manipulative physiotherapy. *Manual Therapy*. 2010;15(1):93-9.

Petty NJ, Scholes J, Ellis L. Master's level study: learning transitions towards clinical expertise in physiotherapy. *Physiotherapy*. 2011;97(3):218-25.

Rushton A, Beeton K, Jordaan R, Langendoen J, Levesque L, Maffey L, et al. IFOMPT Educational Standards. International Federation of Orthopaedic Manipulative Physical Therapists; 2016.

Heneghan NR, Nazareth M, Johnson WJ, Tyros I, Sadi J, Gillis H, et al. Experiences of telehealth e - mentoring within postgraduate musculoskeletal physical therapy education in the UK and Canada: a protocol for parallel mixed-methods studies and cross-cultural comparison. *BMJ Open*. 2021;11(2):e042602.

MENTORSHIP AGREEMENT:

Please complete this agreement following your initial meeting and send a copy to the Path way Lead

Mentee: Name and email address:

Mentor: Name and email address:

The following criteria have been agreed:	<i>E.g.</i>
Duration of mentorship:	<i>3 months</i>
Number of hours:	<i>5 hours</i>
Schedule and format of meetings:	<i>Video conference (via zoom) at 5pm on the first Monday of each month (30 mins duration). Email correspondence every 2/52 including reflection/ documents to review/ critique as appropriate (allowing 3.5hrs for review and feedback to be allotted by mentor as appropriate)</i>
Online mentorship outcomes document:	<i>Copy attached</i>

Both parties are aware of their roles in the mentorship relationship and agree to abide by the guidance provided by the MACP.	YES/ NO
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Mentee (e-signature)

Date

Mentor (e-signature)

Date