

McGill University Pediatric Residency Mentorship Program Faculty Description

Why be involved in a mentorship program?

The mentoring relationship is one that provides guidance and support to trainees. A successful mentoring relationship has a number of benefits. The resident gains from advice and expertise from someone who's "already been there." A mentor can help provide a supportive work environment, offer advice on career development, function as an advocate for the resident, and be a role model. From the mentor's perspective, he or she has a unique opportunity to encourage the professional and personal development of an individual in training, and help contribute to the growth of our community.

Role of Mentor

1. The mentor's main role is to provide guidance and support for training issues (eg elective choices, research projects, and fellowship programs) and assistance with current and future career and work-life balance/personal decisions.
2. The mentor should act as the resident's advocate when necessary.
3. The mentor should meet with the resident at least 2-3 times each academic year. The meetings can occur in any environment; however at least 1 meeting outside of the hospital in a more social environment is encouraged. More frequent meetings may be appropriate during the first 6 months of the mentorship.
4. Residents may choose to share evaluations with the mentor as they feel comfortable.
5. The mentor will ensure that the discussions and review of evaluations remains confidential with the resident.
6. The mentor can mentor up to 2 students at any given time.



Tips to a successful mentorship relationship

1. It is worthwhile to try to define your expectations for the mentoring relationship from the start.
2. Like any relationship, this one takes time and commitment from both parties to evolve successfully.
3. The mentor need not be "all knowing" in all areas, but should function as a facilitator. This means that the mentor should be able to assist the resident in gaining access to needed help or expertise, without necessarily providing it firsthand. Feel free to refer to other faculty when appropriate.
4. Mentoring does not require a time consuming personal relationship. The mentoring relationship may evolve into a friendship, which is fine, but a close friendship is not necessary for a mentoring relationship to be successful.
5. Mentors and residents are not expected to spend time chasing down one another (e.g., if you are having trouble keeping scheduled meetings). If things are not working out, let the mentoring program coordinators know - there is the option to have mentors and residents reassigned.
6. If the time commitment seems too great, you are likely trying to do too much. Do not let trying to be a perfect mentor gets in the way of being a good one.
7. Residents need realistic role models, and mentors should attempt to model an appropriate balance between personal and professional lives.
8. If the mentor is to be away for an extended period, we suggest notifying the coordinators.
9. Your evaluation of the program is valuable so that the process can continue to improve. Please fill out the evaluation forms enclosed and return to the program coordinator.
10. The program coordinators are available to you for any questions or concerns. Feel free to call for help if needed.

McGill Pediatric Residency Mentorship Coordinators



Dr. Anne-Marie Sbrocchi, MD FRCPC
Assistant Professor
McGill University
Anne.Sbrocchi@mcgill.ca
514-412-4400 ext 24420



Dr. David Zielinski MD FRCPC
Assistant Professor
McGill University
David.Zielinski@muhc.mcgill.ca
514-412-4000 ext 23088

Developed based on:

1. University of Ottawa Medicine Resident Mentoring Handbook
2. Northern Ontario School of Medicine Residency Mentorship Program