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About the mentoring project

The mentoring project is a scheme that has been run by Medics' Welfare for a number of years. It pairs students facing academic, and occasionally personal, difficulties with students in the years above, to support them. This is predominantly an academic scheme, whereby mentors provide small tutorials on particular areas of difficulty, but there is a more general role of a mentor whereby you will be expected to provide a basic level of advice and support.

What are the aims?

- to provide personalized one-to-one teaching to students facing difficulties with the overall aim of increasing their understanding
- to provide students with a flexible opportunity to get involved with teaching and develop their teaching skills

What is expected of a mentor?

Mentors are expected to provide regular, flexible teaching sessions on mutually agreed subjects that their mentees find difficult. As a very rough guide, we expect you to commit to around 1-2 hours of teaching each fortnight, but you may find that this may increase around exam time. If you find that you are having difficulties with the commitment, or need extra support, see the troubleshooting section below.

What is expected of a mentee?

Mentees are expected to be engaged throughout teaching sessions and motivated to learn. If you find this is not the case, or you are not getting the teaching experience you wanted, see the information below about troubleshooting.

About the Peer Assisted Learning award scheme

The Peer Assisted Learning award is a scheme run by the University to reward commitment to teaching. You must complete at least 10 hours of Peer Assisted Learning leadership related activities (exclusive of training but including preparation time). This must include at least six hours of direct facilitation, either face to face or online. You will also have to attend a short evening information session run by the University, provide evidence of reflection and write a short essay at the end of your experience. You can self-enroll onto the scheme through blackboard. More details will be emailed out as soon as we have them. In the meantime, you can find information and sign up here: <http://www2.le.ac.uk/offices/careers-new/exp/la/experiences/peer>

Summary

You will be paired with a student from the year below that you will be expected to contact and arrange teaching sessions on a regular basis. It is designed to fit around the commitments of both the mentor and mentee therefore you will need to be flexible. You can choose where to meet, you may find that you work better at home in an informal setting, or you may choose to meet in the library or the MSB. You could book out group rooms in the David Wilson Library via the library website.

Planning a teaching session

Here is some general advice from us about how to run a successful teaching session:

1. The week before your teaching session, identify a specific topic and draw up a list of 3-5 key questions to be answered.
2. Do your reading and ensure you understand the topic you will be teaching.
3. Try to draw knowledge from at least three modules/clinical blocks.
4. Make some rough notes, or take some of your own notes and textbooks to the teaching session to act as a teaching resource.
5. Start with a short introduction, highlighting the aims of the session.
6. Identify what your mentee already knows about the subject.
7. Ask lots of questions to test and push your mentee's knowledge of the topic. You could even make up some exam-style questions to work through.
8. Move on to the main body of the teaching, remembering to deliver it in small chunks. It might be helpful to ask how your mentee prefers to learn (visual, auditory, kinesthetic).
9. Take regular breaks. Studies show that a person's average attention span lasts around 20 minutes so use it as an excuse to break up your session with a short chat about the weekend, or some refreshments.
10. At the end of the session, ask your mentee to summarise the key points of the topic. Ensure you have answered the few key questions you identified. Remember to agree on a topic for the following week. Ask you mentor to sign your log sheet and fill out a feedback form and you should do the same for them.

Some ideas for topics

This is by no means a list of topics you have to cover with your mentees, simply some ideas for topics when you're struggling to think of some.

Phase 1:

epithelial tissues and their role in disease	important pathogens
early embryological development	physiological control of micturition
cohort studies, case-control studies and RCTs	glomerular diseases
diabetes	approach to jaundice
bones and calcium homeostasis	hernias
adrenal glands	pneumonia
cardiac physiology	physiology and pathology of pregnancy
heart failure	foetal development
how to approach chest pain	cranial nerves and anatomy of the skull
clinical anatomy of the upper limb	issues with screening
benign changes, neoplasia and metaplasia	ascending and descending tracts of the CNS
coagulation	the chemistry and neurology of pain
principles of innate immunity	cardiovascular examination
antigen processing and adaptive immunity	urological presentations and history taking

Phase 2:

commonly used drugs	physiology of pain and pain management
fluid management	varicose veins
clinical assessment of jaundice	basic microbiology and antibiotics
diabetes	mood disorders
electrolyte imbalances	approach to neck lumps
thyroid physiology and pathology	oncological emergencies
chronic kidney disease	vomiting and diarrhea in children
clinical approach to joint pain	retinal problems
headache differentials	glaucoma
asthma	cerebrovascular events
respiratory failure and ABGs	management of the acutely ill patients
atrial fibrillation	preterm labour
anaesthetic assessment	clinical approach to the collapsed patient

General teaching skills and advice

Make it interactive. There is nothing worse than listening to someone talk at you for an hour without the opportunity to clarify your own understanding. Ensure your sessions include a mix of explanation, questions, diagrams and pictures to engage your mentee.

When giving feedback, first establish the person's perception of their own performance, ask 'what do you think you did well?'. Then identify what the person believes they could improve upon. This often works better than you telling the person what they didn't do so well. Then you can add anything extra you picked up on, both positive and negative, and provide specific examples of how to improve.

The **one minute teacher model** is useful to get an idea of the mentee's understanding. After presenting a short clinical case, you should get the student to commit to what they think is going on. Then probe their reasoning and ask for any alternative explanations. As the tutor, you can then teach general rules of the case – stick to one or two key points. You should always give

feedback on what the person did well, before correcting any fundamental mistakes in understanding.

Troubleshooting

I am struggling to maintain the required commitment to the project, what should I do?

First and foremost, it is important that you let us know. It may be that your mentee is happy to meet only once a month, or we may look at pairing you with another mentor and between you, you will take it in turns to tutor your mentee. If you are no longer interested in taking part at all, please let us know so that we can find another mentor for your mentee as soon as possible.

My mentee is no longer interested in meeting up, what should I do?

If your mentee is no longer committed and you are still very keen to teach, let us know so we can address any issues and confirm that they no longer wish to have a mentor. We can then think about pairing you up with a different mentee.

My mentee and I do not get on, what should I do?

We appreciate that not all partnerships will get along and it is often nothing personal – some people just find it difficult to work productively together. We want to make it very clear that both mentees and mentors can approach us asking to be re-paired and we will do our best to do this as soon as possible. Neither person has to give a reason, though sometimes it might be helpful for us to know so we can look to address it in the first instance. Simply email us on the address below.

My mentee is having some personal issues that I feel I cannot help with, what should I do?

Firstly, you can provide some basic reassurance and advice. Advise that they contact their personal tutor (if appropriate) or someone at the Student Support Office at the medical school. You can advise them to get in touch with Medics' Welfare via the email addresses and phone numbers below and we can provide more detailed advice.

Contact details

Your first point of contact for any problems with the mentoring scheme should be Charlotte, via email at:

mentoring@medicswelfare.org.uk

If you, or your mentee, are struggling with any wider issues, you can contact Medics' Welfare via the details below, or visit our website: www.medicswelfare.org.uk

E-mail:

phase1@medicswelfare.org.uk

phase2@medicswelfare.org.uk

Phone or text:

Phase 1: 07816 012933

Phase 2: 07531 102810

Feedback forms

Use the feedback forms below after every session to help reflect on your teaching. Ideally, include them in your PPD portfolio along with evidence of how this feedback has helped you to improve.

Date _____ Topic _____	disagree	agree
The mentor was well prepared	1	2 3 4 5
The mentor presented the subject matter clearly	1	2 3 4 5
The mentor gave me feedback	1	2 3 4 5
The mentor treated me with respect	1	2 3 4 5
My knowledge of the subject has increased as a result of this session	1	2 3 4 5
Any areas for improvement:		

Date _____ Topic _____	disagree	agree
The mentor was well prepared	1	2 3 4 5
The mentor presented the subject matter clearly	1	2 3 4 5
The mentor gave me feedback	1	2 3 4 5
The mentor treated me with respect	1	2 3 4 5
My knowledge of the subject has increased as a result of this session	1	2 3 4 5
Any areas for improvement:		

Date _____ Topic _____	disagree	agree
The mentor was well prepared	1	2 3 4 5
The mentor presented the subject matter clearly	1	2 3 4 5
The mentor gave me feedback	1	2 3 4 5
The mentor treated me with respect	1	2 3 4 5
My knowledge of the subject has increased as a result of this session	1	2 3 4 5
Any areas for improvement:		

Date _____ Topic _____	disagree	agree
The mentor was well prepared	1	2 3 4 5
The mentor presented the subject matter clearly	1	2 3 4 5
The mentor gave me useful feedback	1	2 3 4 5
The mentor treated me with respect	1	2 3 4 5
My knowledge of the subject has increased as a result of this session	1	2 3 4 5
Any areas for improvement:		