



Genesis Rehabilitation Services®

Mentorships: Developing Clinical Skills, fostering Professional Development

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Welcome

- ❖ GRS Mission:

- ❖ *"Improve the lives we touch through the delivery of high quality healthcare and everyday compassion."*



Learning Objectives

- ❖ Understand the components critical for a collaborative mentoring relationship.
- ❖ Describe the clinical and professional implications for involvement in a mentoring program that affect clinical skill development, professional recruitment and retention, and job satisfaction.
- ❖ Develop and implement a successful speech therapy mentoring program utilizing the strategies, tools and program module examples presented.



“Mentors and Mentees are partners in a dance of spiraling generations, in which the old empower the young with their experience and the young empower the old with new life, reweaving the fabric of the human community as they touch and turn.”

–Parker Palmer



Genesis Rehabilitation Services®

The Unique Role of ST in Long-Term Care Practice

We assist our patients and residents with their cognitive; communicative and swallowing needs in order for them to experience a full, meaningful, and purposeful life.



The Unique Role of ST in Long-Term Care Practice

Quality of life in a long term care setting is embodied in our ability to identify and address the ongoing needs of residents who call our centers...Home.



The Mentoring Relationship

- ❖ A means to a beginning.
- ❖ Professional growth and human development.
- ❖ Extends throughout a “career continuum.”



A Means to a Beginning....

❖ The Domain of Speech-Language Therapy

❖ The Means:

- ❖ Assisting patients to engage in effective communication.
- ❖ Maximizing cognitive ability to participate in activities of daily living and achieve highest level of independence.
- ❖ Ensuring safe and effective tolerance of a least restrictive diet to meet nutritional needs.

❖ The Beginning:

- ❖ Participation in ADL process and engagement in meaningful communication and nutritional satisfaction.

❖ The Mentor and Mentee Context

- ❖ Relationship that offers those participating the support needed for engagement in meaningful professional experience that affects well-being and improve quality of service delivery while achieving maximum potential.



Professional Growth and Human Development.....

❖ Performance areas, skills, patterns and context

- ❖ Process skills
- ❖ Communication and Interaction skills
- ❖ Skilled performance
- ❖ Developed over time
- ❖ Influence of internal and external events

❖ The Mentor and Mentee Context

- ❖ Interactive
- ❖ Non-linear
- ❖ Collaboration process



Extends Throughout a “Career Continuum....”

❖ The Outcomes Process

- ❖ Improved performance
- ❖ Satisfaction
- ❖ Adaptation
- ❖ Quality of life

❖ The Mentor and Mentee Context



Contribution to our Practice

- ❖ Professional Development
- ❖ Opportunity to distinguish leaders in our field
- ❖ Education and research
- ❖ Continued evolution of our profession
- ❖ As we give, we grow and as we grow, we give



Principles of Mentoring

- ❖ Those with more experience help those with less experience.
 - ❖ Advise
 - ❖ Tutor
 - ❖ Sponsor
 - ❖ Instill professional identity
- ❖ Mentoring is an intense interaction between two people.
 - ❖ Authority and power based on experience
 - ❖ Not hierarchical
 - ❖ Ensure the Mentee's success
 - ❖ Collaborative in nature



Principles of Mentoring

Con't...

- ❖ Mentoring is a close, personal relationship that differs from supervision.
 - ❖ Focus is on the professional qualities of the mentee
 - ❖ Develop the professional identity within the profession
 - ❖ Shape skill level and competency to motivate and influence the next generation of therapist.
- ❖ Mentoring is a choice.
 - ❖ Mentors choose to enter into this relationship
 - ❖ Recognize the value of exchanging knowledge and different life experience.

What Makes a Mentor?

“a career in speech language pathology challenges you to use your intellect (the talents of your mind) in combination with your humanity (the gifts in your heart) to do meaningful work that feeds your soul...”

Megan Hodge



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Characteristics of the Mentor

- ❖ Optimistic perspective
- ❖ Realistic self-view
- ❖ Conveys a winning attitude
- ❖ Deeply connected to the world
- ❖ Active listener
- ❖ Diligent observer
- ❖ Clear Vision and sense of purpose
- ❖ Persistent
- ❖ Growth from past mistakes
- ❖ Ability to let go
- ❖ Accountable for own actions
- ❖ Seeks challenge
- ❖ Enlists help
- ❖ Creative problem solver

❖ Robertson & Savio



Characteristics of a Mentee

- ❖ Has effective interactions
 - ❖ Takes self seriously
 - ❖ Clarifies goals
 - ❖ Sets realistic expectations
 - ❖ Expects success
 - ❖ Persistent
 - ❖ Growth from past mistakes
 - ❖ Ability to let go
 - ❖ Accountable for own actions
 - ❖ Seeks challenge
 - ❖ Enlists help
 - ❖ Creative problem solver
- ❖ Robertson & Savio



Types of Mentoring Relationships

- ❖ Career Mentoring
- ❖ Psychosocial Mentoring
- ❖ Role Modeling

Context of Mentoring Relationships

❖ Natural

❖ Planned

The Life of a Mentoring Relationship

- ❖ Entering into the relationship
- ❖ Decision to participate
- ❖ Commitment to grow
- ❖ Mentee and Mentor roles are symbiotic
- ❖ Re-entering into a partnership



Mentoring and Adult Learning

Adult Learning Styles

- ❖ Flourish in experiential arenas
- ❖ Goal driven
- ❖ Give and take
- ❖ Creative problem solving
- ❖ Mutually compatible outcomes
- ❖ Collaborative learning

❖ Leib- 1991



Linking Theory with Practice

- ❖ Passive learning now leads to participation
- ❖ Hypothetical constructs become authentic practice
- ❖ Individual experience transitions into collaboration



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Speech Mentoring Program

A long-term care model



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The GRS Mentoring Program - Purpose

- ❖ To provide extended orientation and training for Speech Pathologists who are new to long term care practice or clinicians in need of further skill development.
- ❖ To help facilitate knowledge and skill development for successful job performance.
- ❖ To provide a mentor for learning, support, professional growth, and guidance



GRS Mentoring Program - Goals

- ❖ To facilitate professional and personal growth
- ❖ To improve employee retention
- ❖ To provide leadership opportunities



Who Would Benefit?

- ❖ Mentors: Experienced Speech Language Pathologists
- ❖ Speech Language Pathologists who are new to long-term care
- ❖ New graduate Speech Language Pathologists.



GRS Mentoring Program - Structure

- ❖ The mentoring program is designed to clinically orient the new employee to the long-term care environment, and to provide clinical and professional opportunities for growth in his or her role as a therapist and interdisciplinary team member.

GRS Mentoring Program - Structure

- ❖ The mentor may be on-site or may work at another facility.
- ❖ Consideration should be given to the length of time required, the frequency of contact, and the means to which contact will occur upon initiating the mentoring program.



Commitment Is Key

❖ **Commit to the mentoring process:**

- ❖ Draw on experience and learning to provide insights that could assist the mentee
- ❖ Be available to your mentee for the time and frequency that is agreed upon
- ❖ Be open to learning and receiving feedback from your mentee
- ❖ Be interested in learning from someone whose background and experiences may be different from your own



The GRS Mentoring Guide The “Manual”

- ❖ Discipline specific
- ❖ Guides the Mentoring Process
- ❖ Tools and Resources



Discipline Specific

- ❖ Focused on the unique tools and resources that impact speech language pathology practice
- ❖ Each mentee has access to the on-line resource manual for their personal use



Guides the Mentoring Process

- ❖ Introductory presentations that establishes the criteria for participation and expectations of both the mentor and mentee

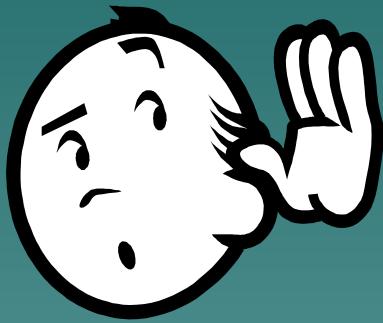
Mentor's Roles and Responsibilities

❖ Meet with your mentee regularly

- ❖ Ensure frequent contact - it is critical to success
- ❖ Use this as an opportunity to give support and guidance and to discuss issues and concerns
- ❖ Identify potential obstacles to consistent communication



Mentor's Roles and Responsibilities



- ❖ Listen actively and try to understand the mentee's perspective and ideas
- ❖ Serve as a sounding board
- ❖ Provide additional insight and clarification on issues, and make sure to offer support and encouragement



Mentor's Roles and Responsibilities

❖ Feedback is Essential

- ❖ Provide timely feedback to the mentee regarding job performance
- ❖ Ensure that feedback is prompt, specific and constructive
- ❖ Provide feedback to onsite supervisors



Mentor's Roles and Responsibilities

❖ Provide constructive feedback

- ❖ Be specific; relate feedback to behavior
- ❖ Give advice before the event -- or give positive feedback immediately after the event
- ❖ Avoid labels and judgments
- ❖ Define the impact of performance on others
- ❖ Use "**I**" statements, not "**you**" statements
- ❖ Check for clear communication
- ❖ Use calm, unemotional language, tone, and body language



Mentor's Roles and Responsibilities

❖ **Provide clinical expertise**

- ❖ Assess the new employee's clinical knowledge and level of experience
- ❖ Model techniques
- ❖ Discuss cases
- ❖ Refer mentees to other resources
- ❖ Help the mentee understand his or her role in attaining patient and company goals



Roles and Responsibilities

❖ **Mentee**

- ❖ Shows a willingness to meet on a regular basis
- ❖ Takes responsibility for developing his or her knowledge, skills, and abilities
- ❖ Is willing to share information and ideas
- ❖ Listens without defensiveness and accepts constructive feedback
- ❖ Fulfills her/his work responsibilities



Tools and Resources

❖ The Manual

- ❖ GRS

- ❖ ASHA

- ❖ State Licensure

❖ The Modules



The GRS Mentoring Guide Modules

- ❖ Trach/Vent
- ❖ Dysphagia
- ❖ Aural Rehab.
- ❖ Cognitive-Linguistic
- ❖ Dementia

The GRS ST Mentoring Program Educational Module

Speech and Swallowing
Therapy for Tracheostomized Patients
A Basic Understanding



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Objectives

Participants will be able to

- ❖ Identify diseases and conditions that can result in respiratory failure
- ❖ Identify components, types and the function of the tracheotomy tube
- ❖ Evaluate and develop treatment plans for communication and swallowing for tracheostomized patients



The GRS ST Mentoring Program Educational Modules

Dysphagia Management

Objectives

Participants will be able to:

- ❖ Obtain a basic understanding of anatomy and physiology
- ❖ Define dysphagia and identify types of dysphagia
- ❖ Understand basic therapeutic considerations
- ❖ Identify immediate risk interventions
- ❖ Understand basic diet levels.



The GRS ST Mentoring Program Educational Modules

Aural Rehab



Objectives Aural Rehab

Participants will be able to:

- ❖ Understand the anatomy and physiology of hearing loss.
- ❖ Understand how to assess a patient's hearing handicap.
- ❖ Understand how to develop and implement an auditory rehabilitation plan of care.
- ❖ To understand how to develop goals and document progress for auditory rehabilitation patients.



The GRS ST Mentoring Program Educational Module

Cognitive Linguistic Training



Objectives for Cognitive Linguistic

Participants will be able to:

- ❖ Develop an understanding of cognitive communicative deficits.
- ❖ Utilize assessment and treatment techniques appropriate for patients with cognitive communicative disorders.
- ❖ Apply the knowledge and resources gained to the clinical reasoning process.



The GRS ST Mentoring Program Educational Module

**A Cognitive Framework for
Dementia Management:
Practical Approaches to
Treatment**



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Objectives

Participants will be able to:

- ❖ Become familiar with the classifications of dementia using The Allen Cognitive Levels and The Global Deterioration Scale.
- ❖ Recognize cognitive capacities and limitations with respect to patient functional performance and context.
- ❖ Identify treatment approaches and modalities that match the patients level of cognitive functioning.
- ❖ Review documentation and additional company resources.



How do we gauge the success of the GRS Mentoring Program?



Assessment of Clinical Knowledge and Experience

- ❖ Determine competency of clinical skills
- ❖ Determine knowledge, experience and competency of diagnostic assessments
- ❖ Determine competency of documentation skills
- ❖ Determine knowledge base of the scope of ST services for the population served.

Assessment of Clinical Knowledge and Experience

- ❖ Create an Evaluation/Treatment Tool Kit
- ❖ Utilize the Assessment/Intervention Resource List
- ❖ Determine ability to access resources to expand knowledge base
- ❖ Determine ability to collaborate with other disciplines/professionals to meet the needs of the patient



Benefits of Mentorships

- ❖ Implementation of Best Practice
- ❖ Build dedication and loyalty among recent hires who appreciate a company's commitment to their professional development
- ❖ Gain a sense of pride and ownership in contribution to the company and your profession.
- ❖ Recognize staff expertise through company clinical recognition program
- ❖ Job satisfaction
- ❖ Enhanced professional relationships



Challenges of a Mentorships

- ❖ Face to face interaction is best and not always possible
- ❖ Efficiency and productivity requirements
- ❖ Time commitment
- ❖ Staffing coverage issues
- ❖ Dependent on the mentor and mentee
- ❖ Dynamics between the mentor and the mentee
- ❖ All great therapists do not make great mentors



What Makes It Work!

- ❖ Time
- ❖ Face-to-face contact
- ❖ Food!
- ❖ Flexibility and open access
- ❖ Administration interest and support
- ❖ Honesty, understanding and reasonable expectations
- ❖ Mutual respect



Mentoring Program Evaluation

- ❖ **Give feedback on the mentoring program**

- ❖ Program Evaluation

- ❖ Confidential evaluation at the end of the mentoring program
 - ❖ Used by Mentors to provide feedback on the quality of the Mentoring Program



What our employees say...

- ❖ "It was good to have someone from outside the center where I work to compare the daily stressors. It was validating to know that many therapists feel the stress too, not just me."
- ❖ "My mentor helped me to balance out productivity needs with the varying pace of the elderly patient."
- ❖ " Even though my mentor was not near by, I felt that she respected and trusted in me enough to let me take the lead with what I needed. That helped me to stay motivated going through a change in patient population."
- ❖ " This was a good experience."



Support from the Organization

- ❖ ASHA Affiliation
- ❖ Clinical Recognition Programs
 - ❖ Mentors are recognized
- ❖ Clinical Development CI
 - ❖ Master Clinicians
 - ❖ SIGS



Mentoring

“A journey of a thousand miles must begin with a single step”

- Lao Tzu

