

# Be Great Today!

## Mentorship Program

Be great today and everyday moving forward. The *Be Great Today!* Mentoring Program is a 16-week program designed to accelerate the professional development of recently graduated physical therapists so they can provide a “best-in class” experience for their patients and build a foundation of success with the Alliance Physical Therapy Partners family.

New graduates are excited to reach the final step in their journey to becoming a physical therapist. However, there is still a big learning curve once they graduate and become licensed. That learning curve not only entails the rest of their clinical experience, but also the responsibility and accountability of caring for patients, learning how to accommodate productivity goals, maintaining communication with physicians and other providers, supervising and directing staff, and maintaining a healthy work–life balance. They need to put in the time to get their clinical skills down pat, build on documentation efficiency and patient rapport, then add the productivity and administrative aspects. How can we help?

Research highlights that mentorship is a key component of professional development in any career. When a new graduate gains mentorship vs trial and error, they are practicing under a watchful and experienced eye and form a network of peers and colleagues to ease the transition from student to clinician.

The *Be Great Today!* Mentorship Program will provide these new graduates with a foundation to build their practice and the support to ensure they succeed. Our goal is to elevate the quality of care for our patients and fast-track the new graduates’ ability for total patient management. This extensive program focuses on advancing skills and knowledge including educational techniques, research methodology, clinical skills, and administrative practices.

Here are the details of the *Be Great Today!* Mentorship Program:

### **1:1 Clinical Mentoring**

The new graduate clinician will be provided with 10 two-hour sessions with an experienced physical therapist assigned as a mentor to guide the development of clinical skills and overall patient management tailored to meet the specific needs of the individual. These sessions will include a variety of learning experiences, such as hands-on lab time, caseload and treatment paradigm discussions, competency checkoffs and real-time feedback with patient-care.

Suggested content for each session (guides will be provided for each module):

- **First 30 minutes**
  - Competency skills checklists
  - Hands-on lab time
  - Patient-prep

- **One-hour patient session**
  - A patient is pre-selected and scheduled for these sessions by either the mentor or mentee that will be an active and compliant participant as well as challenge the mentee to utilize clinical reasoning skills and treatment progressions.
  - Real-time feedback by the mentor provided during the session
    - if requested by the mentee
    - if red flag concerns evident
- **30-minute reflection following patient session**
  - Terminal feedback provided by mentor following the patient session
    - Mentor feedback form will be completed for each session that may include
      - Review of a specific skill
      - Mentor comments
      - Strengths and areas of improvement for the session
      - Take home points
      - If any further follow-up is required
  - Discussion of goals for current session
  - Establish new goals for the next session
  - Mentee clinical decision-making reflection
    - What is going well?
    - What needs improvement?
  - Open Forum
    - Advanced clinical reasoning
      - Treatment models and progressions
      - Patient management theories
      - Clinical guidelines
    - Additional hands-on lab time
    - Mentee caseload discussion
    - Schedule and productivity management

Each Partner will establish one or two Clinical Mentors for the practice with clinical instruction experience, a passion for teaching and expertise in total patient management to ensure a high-caliber mentorship experience.

- **Mentor Training**
  - MedBridge course: Mentoring the Advanced Practitioner in Physical Therapy
  - Mentor and Director of Clinical Excellence and Leadership meeting
  - Mentorship Program Manual
  - Mentee will complete online surveys on the mentorship experience for feedback

Mentoring sessions can be done on-site at either the clinic of the participant or the Clinical Mentor depending on what will facilitate the most valuable learning environment. Mentor session schedule may be altered based on the mentee's advancement and logistical factors.

## **2023 Be Great Today! Mentorship Program Schedule (2- hour sessions x 10)**

### **Co-Hort**

Week 1 (April 24), Module 1: Introduction- Patient Safety & Clinical Reasoning

- *Webinar with Live Q &A: Alliance Care Model - Fundamentals of a Patient Visit & Predicting Success*

Week 2 (May 1), Module 2: ROM

Week 3 (May 8), Module 3: Strength Testing

Week 4 (May 15), Module 4: Special Tests

Week 5 (May 22), Module 5: Manual Therapy: Cervical/Upper Thoracic

- *Webinar with Live Q &A: Basic Customer Service Expectations*

Week 7 (June 5), Module 6: Manual Therapy: Lower Thoracic/Lumbo-Pelvic

Week 9 (June 19), Module 7: Manual Therapy: Upper Extremities

- *Week 10 (June 26) Webinar with Live Q &A: Management of Cancellations and No Shows*

Week 12 (July 10), Module 8: Manual Therapy: Lower Extremities

Week 14 (July 24), Module 9: Return to Function: Functional Exercises and More

- *Webinar with Live Q & A: Meeting the Expectations of Our Referring Physicians*

Week 16 (August 7), Module 10: Advanced Topics

### **Fall Co-Hort**

Week 1 (October 23), Module 1: Introduction

- *Webinar with Live Q &A: Alliance Care Model - Fundamentals of a Patient Visit & Predicting Success*

Week 2 (October 30), Module 2: ROM

Week 3 (November 6), Module 3: Strength

Week 4 (November 13), Module 4: Special Tests

Week 6 (November 27), Module 5: Manual Therapy: cervical/upper thoracic

- *Webinar with Live Q &A: Basic Customer Service Expectations*

Week 7 (December 4), Module 6: Manual Therapy: lower thoracic/lumbo-pelvic

Week 9 (December 18), Module 7: Manual Therapy: upper extremity

- *Webinar with Live Q & A: Management of Cancelations and No Shows*

Week 12 (January 8), Module 8: Manual Therapy: Lower extremity

Week 14 (January 22), Module 9: Return to Function: functional exercises

- *Webinar with Live Q & A: Meeting the Expectations of Our Referring Physicians*

Week 16 (February 5), Module 10: Advanced Topics

*Optional: 1:1 Clinical Mentoring Sessions may continue beyond the 16-week program upon request. These sessions must be agreeable between both the mentor and mentee and be scheduled outside of the mentee/mentor's typical work schedule. The agenda of these sessions will be determined independently by the mentor and mentee.*

## **Professional Webinars with Live Q & A**

Providing our patients with the optimal experience before, during and after an episode of care can make all the difference. We want to focus on offering top-notch services in a friendly and welcoming atmosphere. As part of the *Be Great Today!* Mentorship Program, our participants will attend four professional webinars followed by live question and answer with members of the Alliance Clinical Leadership Team. Topics include the Alliance care model, professionalism, communication, business development/ marketing, and interprofessional and team-based care.

## **Alliance PTP Online University**

Part of the 16-week program will include a package of online courses via MedBridge from leading experts in a wide variety of clinical areas. These courses will give each participant the knowledge they need for success.

### **Module 1:**

- Differential Diagnosis of the Upper Quarter (Eric Robertson) 1.5 hours
- Differential Diagnosis of the Lower Quarter (Eric Robertson) 1.5 hours

Module 2:

- Cervico-Thoracic Spine Management (Cheryl Sparks) 2.0 hours

Module 3/4:

- The Movement System: Assessment and Treatment of Low Back Pain (Jared Vagy) 1.75 hours

Module 5/6:

- Evidence-Based Treatment of the Lumbar Spine: An Update (Chad Cook) 2.0 hours

Module 7:

- Evidence-Based Examination of the Knee and Thigh: An Update (Eric Hegedus) 1.5 hours
- Evidence-Based Treatment of the Knee and Thigh: An Update (Eric Hegedus) 1.75 hours

Module 8:

- Evidence-Based Examination of the Shoulder: An Update (Eric Hegedus) 1.75 hours
- Evidence-Based Treatment of the Shoulder: An Update (Eric Hegedus) 1.75 hours

Module 9:

- A Primer on Exercise and Treatment Prescription (Alexis Wright) 1.25 hours

Module 10:

- The “How-To” of Teaching Patients about Pain (Adriann Louw) 3.0 hours

Total: 19.25 hours of CEUs

## Individualized Continuing Education Plan

Upon *Be Great Today!* Mentorship Program completion, participants are invited to a one-on-one professional development discussion with Gretchen Walsh to reflect on their mentorship experience, evaluate their Professional Development Plan (PDP) and determine the next step. The objective is to tailor an individualized continuing education course plan that meets the needs of both the participant and their respective clinic. These options may include a single course, course series or certification track. As a new graduate, it can be incredibly valuable to have focused education and learning experiences that will help move them from entry-level to expert. These types of focused continuing education that specialize in one area or one treatment paradigm can be great for honing their craft and improving patient outcomes. If they are not sure what direction to go? That’s ok! We will guide the new graduate in the best options to find the right fit.

## The Mentor Role

- The mentor prepares the mentee to use evidence and multiple sources of information to make decisions about patient care and practice.
- The mentor uses coaching strategies for corrective action, insight, and self-discovery of the mentee.
- The mentor prepares the mentee to address and manage the patient and make clinical judgments in the often-changing environment of practice and health care.
- The mentor guides the mentee through the self-reflection process and provide ongoing assessment of the mentee throughout the learning experience, to determine how well the mentee is developing along the continuum of professional development.

## Mentor Qualifications

All mentors are encouraged to meet the following requirements:

- Be a physical therapist who not only has expert clinical skills but also excels in communication, professionalism and strives for exemplary performance in the clinic setting.
- Be a physical therapist who can provide a 16- week structured learning process for the mentee, tailored toward the learner
- Be a physical therapist who has demonstrated experience in clinical teaching to students, peer-to-peer, and/or in in-service education
- Be a physical therapist who can manage multiple sources of information: patient needs, ability to identify clinical learning deficits of the mentee, and development of the mentor/mentee working relationship. All of these components must be directed toward managing the patient and delivering excellent service.

## Core Competencies for Effective Mentoring

- Mentors must demonstrate understanding of the mission, goals, and objectives of the program; incorporate the mission, goals, and objectives into all aspects of the program
  - The mentor must be able to evaluate those competencies within the mentee
  - The mentor must articulate constructive feedback to the mentee that relates to the program's goals and objectives.
  - The mentor must be able to analyze the mentee's clinical performance in relation to program competencies at various stages in the program, and to ask questions of the mentee that expand and/or focus his or her patient/client management skills and associated clinical reasoning and decision-making abilities.

- The mentor must be open to evaluation through multiple sources (mentee surveys and Director of Clinical Excellence and Leadership) and be able to show change in their own performance based on this feedback/evaluation.
- The core mentor competencies listed in Table 1 provide a foundational framework for consideration in mentoring within the *Be Great Today!* Mentorship Program.

**Table 1.** Core Competencies Required of Mentors in Physical Therapist Practice

Competency	Description	Core Teaching Competencies
Content Knowledge	The mentor must be able to instruct and evaluate the mentee's skills within his or her area of practice expertise.	<ul style="list-style-type: none"> <li>• Challenge and facilitate learners in practicing high-quality, compassionate patient care within their field of expertise <ul style="list-style-type: none"> <li>○ Prioritize and multitask patient care issues, including recognition of critical patient care issues</li> <li>○ Provide opportunities for additional skill development for learners</li> </ul> </li> <li>• Assess learners' progress in acquiring knowledge, skills, and attributes</li> <li>• Facilitate development of learners' clinical reasoning skills</li> </ul>
Learner Centered	The mentor must demonstrate a commitment to the mentee's success and well-being.	<ul style="list-style-type: none"> <li>• Demonstrate respect for the learner <ul style="list-style-type: none"> <li>○ Explicitly value the learner's contributions to the teaching/learning environment</li> <li>○ Demonstrate sensitivity and responsiveness to the learner as an individual, including respect for his or her privacy, autonomy, and professional boundaries</li> <li>○ Demonstrate sensitivity and responsiveness to learner diversity, including his or her abilities</li> </ul> </li> <li>• Demonstrate adaptability by investing in each learner's growth and skill development <ul style="list-style-type: none"> <li>○ Elicit each learner's barriers to learning and work to overcome them</li> <li>○ Recognize when learners are in distress, and provide appropriate resources to assist them</li> <li>○ Create an open atmosphere that facilitates dialogue about different approaches to clinical issues</li> </ul> </li> </ul>
Interpersonal and Communication Skills	The mentor must be able to tailor his/her teaching and communication to the preferred learning style of the mentee in order to facilitate learning.	<ul style="list-style-type: none"> <li>• Communicate expectations, goals, and information in ways that stimulate and engage the learner</li> <li>• Tailor communication and educational strategies to optimize learning, based on the learning context and learner's needs</li> <li>• Determine each learner's prior knowledge and skills through direct observation or questions</li> </ul>

		<ul style="list-style-type: none"> <li>• Provide specific, honest feedback to each learner in a caring and constructive manner</li> <li>• Offer both formative and summative feedback to help the learner improve</li> <li>• Be open to alternative approaches to problems and issues</li> <li>• Engage in problem-solving that is sensitive to the social-culture context of patient care and clinical teaching</li> <li>• Facilitate dialogue and understanding during times of professional conflict</li> </ul>
Professional Integrity	The mentor must demonstrate best practices and role-model these behaviors for Mentee.	<ul style="list-style-type: none"> <li>• Demonstrate professionalism. Inspire learners to achieve excellence by modeling professional behaviors</li> <li>• Exhibit honesty, accessibility, approachability, motivation, accountability, supportiveness, encouragement, and respect</li> <li>• Demonstrate effective leadership behaviors and organizational skills in a collaborative environment</li> <li>• Keep up to date on best-practice standards and resources</li> <li>• Remain accountable for actions, and follow through on agreed-upon activities in a timely fashion</li> </ul>
Practice-based Self-Reflection	The mentor must demonstrate continuous self-reflection and lifelong learning in order to ensure his/her effectiveness as a Mentor.	<ul style="list-style-type: none"> <li>• Reflect routinely on mentor practices, gather feedback, and develop a plan to improve skills               <ul style="list-style-type: none"> <li>○ Actively seek input and feedback from multiple sources, including mentee, about the quality and effectiveness of one's own mentoring. Use feedback and self-assessment to identify strengths and weaknesses</li> <li>○ Modify techniques and approaches to improve current practice</li> </ul> </li> <li>• Reflect upon clinical capabilities, expertise, clinical decision making, and clinical outcomes               <ul style="list-style-type: none"> <li>○ Maintain expert clinical abilities/skills</li> <li>○ Enhance clinical expertise</li> </ul> </li> <li>• Demonstrate reflective clinical decision making</li> <li>• Seek professional development opportunities Develop personal professional development plan to achieve those goals</li> </ul>



**Table 2. Mentor and Mentee Responsibilities**

<b>Mentor</b>	<b>Mentee</b>
Commits to mentoring	<ul style="list-style-type: none"><li>• Commits to learning</li><li>• Has the appropriate preparation, attention, and work habits to incorporate new skills into practice</li></ul>
Provides resources, experts, and source materials	<ul style="list-style-type: none"><li>• Takes the initiative to maximize learning opportunities</li></ul>
Offers guidance and direction regarding professional issues	<ul style="list-style-type: none"><li>• Sees the relationship between personal and professional growth</li></ul>
Encourages and acknowledges mentee's ideas and professional contributions	<ul style="list-style-type: none"><li>• Is willing and confident to try new things</li></ul>
Provides constructive and useful critique of the mentee's work and strategies for change	<ul style="list-style-type: none"><li>• Schedules time to routinely self-reflect (reflects on past actions, experiences, and behaviors, then considers how they may apply in future contexts and uses them as a springboard to improve performance)</li></ul>
Challenges the mentee to expand his/her abilities	<ul style="list-style-type: none"><li>• Active learner</li></ul>
Provides timely, clear, and comprehensive feedback regarding mentee's performance and development	<ul style="list-style-type: none"><li>• Accepts feedback and makes change as applicable</li></ul>
Respects and fosters mentee's independence, creativity, and uniqueness	<ul style="list-style-type: none"><li>• Takes leadership roles and is willing to act independently, with minimal direct supervision</li><li>• Exercises independence (mentees need opportunities to act independently, with minimal direct supervision, and to take leadership roles)</li></ul>

**Additional Tools and Forms**

- Clinical Reasoning and Reflection Tool
- *Be Great Today!* Mentor Session Module Guides
- *Be Great Today!* Mentee Tips

**Reference**

Table 1 and 2 were modified from ABPTRFE Mentoring Handbook (August 2014) last updated 2019  
[http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For\\_Programs/ABPTRFEMentoringResourceManual.pdf](http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For_Programs/ABPTRFEMentoringResourceManual.pdf)