

Mentoring in Graduate Medical Education: A Scoping Review

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Introduction:

- Mentoring in graduate medical education (GME) is the facilitated relationship between a mentor and mentee to improve professional characteristics e.g. education, role-modeling, faculty development, and research development.
- Scoping reviews accumulate and summarize existing published literature in terms of the volume, nature, and characteristics.
- A systematic review of mentoring in academic medicine³ acts as a foundation and thus this study reviews articles more recent to act as an update with the increasing presence of literature on the topic.

Methods:

- We adopted Arksey and O'Malley's (2005) and Levac et al.'s (2010) methodological frameworks and agreed upon the following six research questions:
- What modern literature exists and what has been learned within the following aspects of mentoring in GME regarding:

1. Benefits of mentoring for trainees in GME?
2. Benefits of mentoring for faculty in GME?
3. Benefits of mentoring for the parent institution in GME?
4. Types of mentoring relationships in GME?
5. Implementation of a mentoring program in GME?
6. Measurement and evaluation of mentoring in GME?

- We adopted the PICOS style format to guide our inclusion and exclusion criteria process (Fig. 1)
- Databases searched with key mentoring terms from 2006-present to find relevant articles: EBSCO, Pubmed, MEDLINE, and Cochrane (Fig. 2)

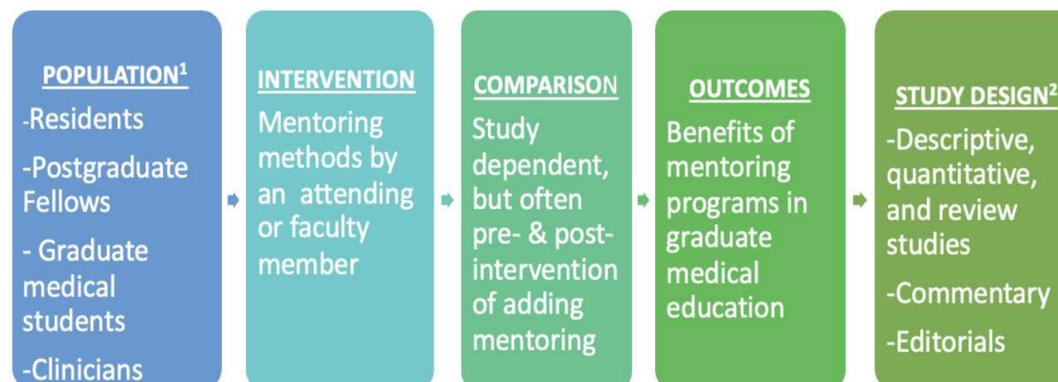


Fig. 1 – PICOS Inclusion and Exclusion Criteria

¹Excluded: Medical, graduate, undergraduate students, coaches, consultants, advisors, guides/counselors, allied health specialties such as nursing, physiotherapy, etc.

²Excluded: Qualitative studies, Case reports

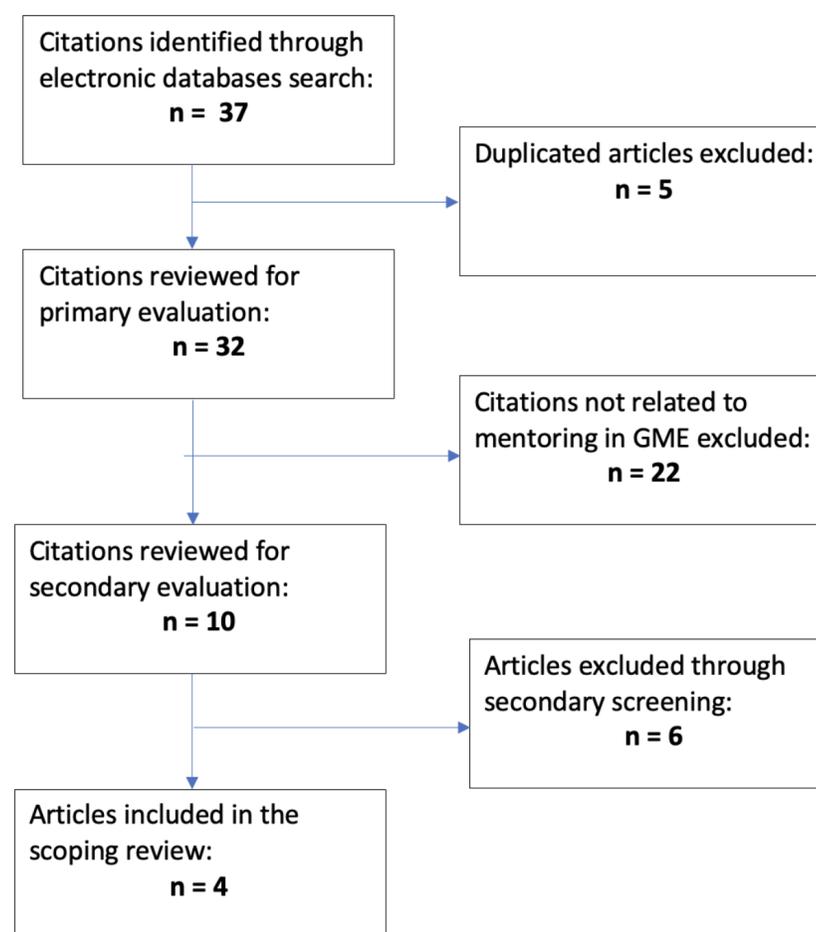


Fig. 2 – Flowchart for Selection of Articles for Question 1

Results:

Themes collected from review of Question 1:

- **Coates** - construct formal needs assessment for fellowship training in medical education scholarship in emergency medicine
- **DiSabella** - residents interviewed about training experiences, benefits of structured mentoring and research; 6 themes - faculty support, faculty receptiveness, balance clinical and academic needs, structured mentorship, independent learning
- **Doke** - analyzed survey that asked fellows about mentorship, etc that motivated pursuing fellowship; 94% reported excellent mentorship in their fellowship program
- **Splaine** - found strong mentoring helped obtain career development awards and independent funding.

Conclusion:

- This review has identified with modern literature regarding trainees that a mentoring program promoted involvement in research, helped obtain career development awards and independent funding, and promoted physicians entering both academic and private practices.
- Future work will enhance results of that question and perform the review of the remaining five questions.

References:

1. Arksey H, O'Malley L. Scoping studies: Towards a Methodological Framework. *Int J Soc Res Methodol.* 2005;8:19–32. doi: 10.1080/1364557032000119616.
 2. Levac, D., Colquhoun, H., & O'Brien, K. K. (2010). Scoping studies: advancing the methodology. *Implementation science* : IS, 5, 69. <https://doi.org/10.1186/1748-5908-5-69>
 3. Sambunjak, D., Straus, S. E., & Marusic, A. (2006). Mentoring in academic medicine: a systematic review. *JAMA*, 296(9), 1103–1115. <https://doi.org/10.1001/jama.296.9.1103>
- *All articles reviewed are available upon request