

ABSTRACT: 2013 ELAM Institutional Action Project Poster Symposium

Project Title: Decolonizing Academic Medicine Mentoring: Changing the Delivery.

Name and Institution: Melvina McCabe, MD
University of New Mexico Health Sciences Center (UNM HSC)
School of Medicine

Collaborators: John Trotter, MD
Valerie Romero-Leggott, MD

Background, Challenge or Opportunity:

Western Medicine is a culture with its' own values, beliefs, behaviors, and language. The mentoring process of medicine and the delivery of mentoring are influenced by these cultural factors. The beauty of academia is the professional representation of many cultures; yet the current academic mentoring process may not honor the varying cultural communicative and interactive styles, values, and behaviors of the diverse faculty. Faculty of color (FOC) mentees at the University of New Mexico Health Sciences Center, who were interviewed by Dr. McCabe, verbalized the need for mentor's who know how to communicate and interact effectively with FOC mentees. The idea, was born, to develop a novel mentor curriculum (NMC) that addresses effective communication and interaction with FOC mentees by training mentors in both areas to enhance mentee professional success and retention.

Purpose/Objectives:

The purpose of this comparison pilot study is to determine the effectiveness of the NMC between a) a group of UNM SOM mentors and their mentees who matriculate through the NMC and b) a group of adhoc UNM SOM mentors and their mentees. The NMC will focus on mentor introspection and enhanced knowledge of cultural/racial issues in relation to mentoring. The NMC will include mentor training in the following topics: cultural humility, historical trauma's impact on people of color, micro- aggressions, unconscious bias, institutional racism, effective communication and interactive styles with FOC. The pilot study will assess differences between the two groups through conduct of focus groups and surveys in a) mentor knowledge in effective communication and interaction with FOC, b) effective communication and interactions by mentee feedback, c) mentee satisfaction with mentoring, d) mentee progress in in tenure track/clinician educator track goals, and e) change in mentor communication and interactions with mentees.

Methods/Approach:

Review the literature to identify existing resources that focus on the identified curricular topics

Form a Core Group of UNM HSC Faculty of Color who will a) develop and implement the curriculum, b) develop evaluation focus group questions and survey tools.

Recruit and randomly assign 20 mentors and their mentees: 10 in the group with the NMC and 10 in the ad hoc group.

Write full proposal including background/significance/prior studies/methodology/evaluation and submit for approval to the UNM Human Resource Protection Office (HRPO).

Implement the NMC.

Evaluate the NMC.

Publish

Outcomes and Evaluation:

Evaluation: The pilot study will assess differences through conduct of focus groups and surveys between the two groups.

Outcomes: An exciting outcome has been the incorporation of this pilot study proposal into the larger FOC Mentoring Program out of the UNM HSC Office of Diversity that provides a full mentoring curriculum for Mentors and Faculty of Color Mentees. A directive from the Chancellor of the UNM HSC to the Office of Diversity to develop effective recruitment and retention activities for FOC resulted in the development of the larger FOC Mentoring Program.

ABSTRACT: 2013 ELAM Institutional Action Project Poster Symposium

DECOLONIZING ACADEMIC MEDICINE MENTORING: CHANGING THE DELIVERY



Melvina McCabe MD
John Trotter MD
Valerie Romero-Leggott MD and Team



Background, Challenge or Opportunity

- Faculty of color (FOC) mentees at UNM SOM interviewed by Dr. McCabe verbalized the need for effective, culturally appropriate mentor communication and interaction skills.
- Current academic mentoring process may not honor cultural communicative and interactive styles.
- A directive from the Chancellor of the UNM HSC to the Office of Diversity (OoD) to develop effective recruitment and retention activities for FOC.

Objectives

- To train mentors on an introspective approach to mentoring and provide enhanced knowledge on cultural/racial issues.
- To include cultural humility, historical trauma, micro-aggressions, unconscious bias institutional racism, effective communication and interaction with FOC as curricular topics.
- To evaluate differences between the two groups through focus groups and surveys in mentor knowledge, mentee satisfaction with mentoring, mentee career progress, mentor communication and interactions.

Evaluation/Outcomes

Evaluation: Assess differences between groups through focus groups and pre-post surveys.
Exciting Outcome: Fusion of this pilot study proposal with the OoD's FOC Mentoring Program providing a full mentoring curriculum for Mentors and Faculty of Color Mentees. This project provides the mentor component of the full mentoring curriculum

Purpose

To improve culturally appropriate communication and interactive mentor skills through a novel mentor training curriculum (NMTC).

Comparison outcomes between 1) a group of UNM SOM mentors who matriculate through the NMTC and their mentees, and 2) a group of adhoc UNM SOM mentors and their mentees will be assessed.

Methods/Approach

- Review mentoring literature
- Form a Core Group of UNM HSC Faculty of Color to develop and implement the curriculum and evaluation tools.
- Recruit and randomly assign 20 mentors and their mentees: 10 in the intervention group and 10 in the ad hoc group.
- Implement and evaluate the NMTC.

Discussion

- Subcommittee formed addressing development and implementation of the full curriculum and meeting on a weekly basis.
- The curriculum is anticipated to effect UNM HSC FOC mentees' recruitment/retention and enhance promotion and professional satisfaction.

Conclusions (Next Steps)

- The subcommittee continues work on finalizing the curriculum, planning for implementation of a feasibility study of the curriculum, and will revise the curriculum based on the results of the feasibility study.
- Anticipated completion in 2014.