

從以學習者為中心談導師的 角色和任務

100年度輔導教學醫院教學訓練品質提升計畫

畢業後一般醫學訓練執行輔導計畫

導師研習營

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教學醫院評鑑基準及評量項目

5.2.5 導師與臨床教師共同參與課程設計

- 1. 導師與臨床教師應參與訂定訓練計畫與課程內容，包含訓練目標、教學病例數、學習疾病的種類、受訓人員所承擔的工作項目與份量、臨床教學設施與人力安排等。
- 2. 導師定期與受訓人員面談，瞭解其受訓情形。



一年期醫師畢業後一般醫學訓練計畫 伍、執行計畫相關人員

- 二、**導師**及社區導師
- (一) **導師**：訓練醫院皆需安排導師，負責輔導評量受訓學員之學習情形，並協助規劃一般醫學基本訓練課程。
- (二) 每位導師及社區導師每梯次輔導之訓練學員人數，以不超過**5**名為原則。
- (三) 導師應參加本署補助醫策會辦理之「導師研習營」，方能符合導師



導師是甚麼？

導師(Mentor)是

1. Odysseus之忠實良友Mentor, 且為其子 Telemachus之師傅(希臘傳說), 成為
‘ a wise and trusted adviser ’
2. 賢明忠實的顧問
3. 良師

導師的對象：PGY住院醫師



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WHAT IS MENTORING ?

- *Mentoring* is a personal enhancement strategy through which one person facilitates the development of another by sharing known resources, expertise, values, skills, perspectives, attitudes and proficiencies. It allows the learner to build skills and knowledge while attaining goals for career development.



REASONS FOR MENTORING

Mentees may become involved in a mentoring relationship to:

- Improve a particular career area
- Learn about another division of the organization
- Explore their potential in development areas yet untapped
- Acquaint themselves with the organization if they are new hires
- Expand their leadership abilities
- Make valuable contacts within the organization
- Enhance opportunities for career advancement



REASONS FOR MENTORING

Mentors may become involved in a mentoring relationship to:

- Share their expertise with another in the organization
- Prove themselves as valuable leaders
- Expand their professional network
- Invest in the future of the organization
- Obtain a fresh perspective of a subject
- Enhance experience in their areas of expertise
- Cement their role as subject matter experts



BENEFITS OF MENTORING

For Mentees:

- Insight into the pros and cons of various career options
- Increased self-awareness and self-discipline
- An expanded personal network
- Support in the transition to a new role or location
- A sounding board for testing ideas and plans
- Positive and constructive feedback on professional and personal development areas



BENEFITS OF MENTORING

Benefits for Mentors:

- Proven method to share ideas, try new skills and take risks
- Enhanced capacity to translate values and strategies into productive actions
- Identification of opportunities to enhance personal contribution to the future of the organization
- Increased awareness of personal biases, assumptions and areas for improvement
- Renewed enthusiasm for their role as expert



BENEFITS OF MENTORING

Benefits for the Organization:

- An environment that fosters personal and professional growth through the sharing of business information, skills, attitudes and behaviors
- Increased role modeling of leaders teaching other leaders
- Accelerated processes for the identification, development and retention of talent for leadership and technical jobs
- Increased job satisfaction for mentees and mentors
- Sharing and leveraging strategic knowledge and skill throughout the organization
- A means for leaders to align with one another on business direction



ENSURING A SUCCESSFUL RELATIONSHIP

- **Collaboration** - Both you and your mentee play a partnership role in the mentee's development.
- **Respect** - Mutual appreciation is core—both of your knowledge and of the mentee's investment of time and energy.
- **Responsiveness** - As in any respectful collaboration, both you and your mentee need to be sensitive and responsive to the goals, needs and perspectives of the other.
- **Confidentiality** - This supports the ability to be vulnerable, yet safe, in difficult conversations.
- **Joint Accountability** - When you and your mentee keep agreements, this strengthens trust and helps keep the learning relationship focused and productive.
- **Free and Honest Expression** - You and your mentee can share your strengths and weaknesses; your dreams and goals; and your past, present and anticipated experiences. Both of you can offer and hear feedback in the spirit of building on competencies and strengthening areas of weakness.



THREE RELATIONSHIP VITAL SIGNS

1) Respect

This is the starting and sustaining aspect of the relationship. Learning is greatly enhanced when you and your mentee feel a sense of personal and professional respect for one another. Mutual respect forms the foundation of the successful mentoring relationship.



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2) Responsiveness

This refers to the willingness of your mentee to learn from you, and your willingness to respond to the mentee's learning needs. Responsiveness is a willing attitude put into action. If it is present, you will find it revealed in the consistent pacing and priority placed upon the mentoring relationship. When your mentoring attitude toward one another is positive, your relationship is more likely to be responsive.



3) Accountability

This refers to mutually held expectations and agreed upon mentoring activities, including activities to monitor and evaluate the mentee's progress toward stated developmental goals. Accountability supports the sense of meaning and purpose in the mentoring process.



Mentoring-a paradigm(範例)shift from doctors?

- *The medical approach*

The context:

- 10 minute consultations

The skills and approach:

- Listening and asking questions to diagnosis and problem-solve

Underpinning beliefs:

- Doctor as expert
- Patients need curing and fixing

- *The mentoring approach*

The context:

- 60 to 90-minute mentoring sessions

The skills and approach:

- Listening and asking questions to understand, enable and facilitate insight

Underpinning beliefs:

- Mentee as own expert
- Mentees can find own solutions and ways forward given a supportive framework



Mentoring-a paradigm(範例)shift from doctors?

Values:

- Formal education, training, and success in exams
- Competitive culture—not sharing your feelings
- Programmed knowledge and single-loop learning
- Learning from experts—being right and having answers
- Intellectual intelligence
- Traditionally masculine

Values:

- Learning to learn, learning about yourself, taking risks, experimenting
- Collaborative and supportive culture—where feeling are acceptable
- Finding your own solutions, double-and triple-loop learning
- Learning from experience
- Emotional intelligence
- Traditionally feminine



Mentors

Who could be a Mentor ?

- Enough experience to be credible to colleagues
- To wide a seniority gap may (but not always) be a hindrance
- Minimum of five years' experience a at senior level
- Active interest in training and education
- Mentoring Programs—2-day workshop and quarterly learning set meetings-- focus on developing understanding of the role and the mentoring approach and on refining intervention styles
- Challenging part—learning to listen and ask questions in order to facilitate reflection rather than listening and asking questions in order to diagnosis and problem-solve (hard to switch off the medical model !)



Guide for Mentors

- The goal of the Mentoring Program
- Take the initiative in the relationship
- Respect your mentee's time as much as you respect your own
- Be explicit with your mentee that you are only offering suggestions
- Make only positive or neutral comments about your mentee to others
- If your mentee is interested, consider discussing how you have been able to balance work with personal life demands
- It is important not to confuse positive communication with a need for unwarranted praise or flattery
- When criticism is offered, it should be followed by constructive advice for improvement
- your mentee should reasonably expect that you be in regular contact, provide career planning advice, keep confidences between the two of you, follow through on commitments, and be caring while giving honest feedback.
- If the relationship does end, if at all possible, try to end it on professional terms



Guide for Mentees

- Ask for advice and welcome constructive criticism
- Be considerate of your mentor's time
- Listen to what your mentor has to say
- Seriously consider the advice given to you by your mentor, even if your immediate reaction is not positive
- Show appreciation for the time and assistance given to you by your mentor
- Make only positive or neutral comments about your mentor to others. If the relationship does end, if at all possible, try to end it on professional terms
- Keep the door open with your mentor



PGY導師角色與功能

- 要充分了解住院醫師學習計劃、工作過程、生活及環境適應之狀況
- 輔導及協助住院醫師在工作及學習上遇到的困難
- 指導生涯規劃
- 評量住院醫師之學習情形
- 幫助住院醫師發展為一位主動學習及自我學習之醫師
- 為住院醫師的角色典範(Role Model)



PGY導師工作職責

- 認識導師角色及功能
- 介紹工作環境
- 說明住院醫師之學習計劃及工作基本要求
- 定期安排師生會談
- 給予回饋
- 監督學習進展及學習護照之填寫
- 醫療倫理課題的輔導



如何執行PGY導師的工作(1)

- 參加PGY計劃執行前說明會
- 參加單位指導老師說明會
- 輔導受訓之PGY學員
- 進行雙向評核
- 生活輔導



如何執行PGY導師的工作(2)

- 督促導生完成學習護照之登錄
- 導師與臨床教師，必須共同參與課程設計及協調解決學員在工作上之困難
- 遇到困難時要即時與教研部尋求協助定期舉行導師/導生座談



PGY導師教戰守則(1)

- 認識導生：
 - 牢記住院醫師的名字、個性、成長背景和需求
- 環境介紹及基本要求
 - 工作環境、電腦醫令、病房 醫護人員等
 - 科內訓練內容之基本要求
 - 學習歷程檔案介紹



PGY 導師教戰守則(2)

• 師生互動：

- 建立良好師生關係
- 事先規劃會談 內容、次數、重點(臨床、醫倫、病患安全、併發症、藥物不良、醫糾等)
- 事先撰寫樂於和導師分享或探討的問題
- 開放會談時間
- 開放性會談技巧，設身處地
- 記錄導生問題



PGY 導師教戰守則(3)

• 適時給予回饋

- 態度要誠懇、避免嘲弄
- 有建設性的回饋
- 要耐心聆聽及有幽默感
- 要有充份的互動時間
- 先讓住院醫師有自我反省自己的機會
- 鼓勵自省



PGY 導師輔導倫理(1)

- 導師的角色是協助導生成長、發展及培養其處理問題的能力及技考。而不是代替或強制其解決問題或代替導生做決定
- 共同擬定輔導目標、行為改變過程及方法，避免強作主張
- 尊重導生的隱私權和價值觀
- 了解自己輔導專業知識能力的限度，必要時予以轉介輔導



PGY 導師輔導倫理(2)

- 未徵得導生同意，不可對外洩露任何會談內容及其他輔導資料(strictly confidentiality and credibility)
- 若確實判斷導生的行為有危及他人時，提出預警但應以不透露導生為原則，盡可能提供客觀正確的事實及有利導生的資料。
- 遇有嚴重問題或做重要抉擇時，宜酌情徵得導生的同意，並在不違背保密原則下，與所有關係人做好溝通與協調。
- 並適時回報教研部。



PGY導師導生座談會

- 座談會談幾次？
- 什麼時候開始會談？
- 談什麼？如何進行？記錄？
 - 事先規劃會談 內容、次數、重點
 - 事先撰寫樂於和導師分享或探討的問題
 - 會談時間要充份，不敷衍了事
 - 開放性會談技巧，設身處地
 - 記錄導生問題
 - 建立良好師生關係



PGY學習護照(Portfolio)的目的

- 4.2.1 學習護照記載詳實，並妥善保存以備查驗
 1. 學習護照內有確實記載受訓學員訓練內容、學習進度及學習成果
 2. 臨床教師有適時於學習護照上記載或評量受訓學員學習表現
 3. 導師有適時於學習護照上記載或評量受訓學員學習表現



PGY學習護照(Portfolio)的內容

- 第一單元：個人發展
- 第二單元：學習成長記錄
- 第三單元：能力評量
- 第四單元：教學經驗記錄
- 第五單元：續繼教育記錄
- 第六單元：學術研究成果



學習護照填寫說明(1)

- 個人學習計畫與評估之填寫，建議於訓練開始一週內完成
- 病歷寫作、身體評估與檢查、檢驗數據判讀、心電圖及影像學檢查判讀與特殊檢查及技能部分，請臨床教師評估學員具備該項目之能力後於簽名欄簽名。
- 外科病人照護及檢驗數據檢查病例數統計表，請學員於訓練過程中每月以正字統計學習過的病例數，並請登錄1~6個照護過之個案病歷號碼，以便查核。



學習護照填寫說明(2)

- 三個月訓練結束時，若尚有未達成者，請臨床教師在回饋意見中加以說明。
- 每月月底需請臨床教師填寫回饋意見。
- 於課程訓練結束後學員填寫學習心得，需請臨床教師及導師填寫「臨床教師回饋意見」、「導師回饋意見」後簽名，另於導師填寫完回饋意見後，請學員看過導師所寫之回饋意見後簽名。



學習護照填寫的內涵

- 護照對於師生的意義為雙向溝通及回饋並有記錄可查
- 導生有真正學習病人照護並有記錄可查
- 導師和臨床教師的經驗傳授與分享，並加註於護照上
- 兩性問題，醫學倫理與法律和醫療品質
- 學生態度問題
- 回饋應使用具體事實



填寫護照精神—化阻力為助力

- 良好師生溝通平台
- 適時給予指導及鼓勵，對學習過程中有正向義意
- 學習成長記錄並可促進自我檢討改進
 - 病人照顧經驗（個案報告或個案研究）
 - 重要事件記錄（如與個案相關之醫學倫理、醫療不良事件、病人安全…等事件自省記錄）
- 導師及臨床教師所寫之回饋應使用具體事實



PGY導師生座談會常遇到的問題(1)

- 導生說坐談會次數太密，是否可改為一個月一次？
- PGY的報告有規定要兩篇討論醫療倫理個案，但並非每個病例都可作討論醫倫的課題
- Paper work太多，減少了住院醫師照顧病人的時間，也減少了主治醫師教學的時間
- PGY課程40小時基本訓練希望改到weekday中午上課



PGY導師生座談會常遇到的問題(2)

- 照顧病人床數不宜超過PGY規定的上限
- 有些科床數太多，且每個禮拜還要報告，journal meeting, loading太重
- 在值班期間會遇到不是自己照顧的病人時，要解釋病情或後續治療方針的狀況，真是困難
- 病人多樣性不足？
- 值班時候的new patient數目太多，有時過於集中



導師生座談會常遇到的問題(3)

- 在社區外院訓練，到衛生所地區診所參觀，交通上有一點不方便
- 社區訓練未有一個月完整的課表
- 社區跟診活動，部份中小型醫院之活動與學生時期活動差不多，希望到更偏遠地區的衛生所或衛生室看看更基層的醫療情形



導師生座談會常遇到的問題(4)

- 社區醫學課程以目前規劃的許多診所跟診、安養中心訪問等對學員的幫助很大，但要繳交的作業內容太繁瑣
- 門診教學內容希望減少專科知識的教學，多些社區或基層醫療的課題若可增加行政方面的學習，對於社區醫學更為完整(如：衛生局或是衛生署決策之來龍去脈)
- 用藥安全部分可以更深入一點
- 希望多一些診所之見實習(非院內)



如何提昇師資素質

- 公費參加教師研習營(醫策會、院內、院外)
- 公費參加國內、外醫學教育研討會
- 教學評核
- 獎勵教學
 - 教學績優醫師表揚
 - 獎金鼓勵
 - 升等標準
- Physician Educators、種子教師制度



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