

Future Health Professionals Club

Dedicated to guiding future health professionals

Mentorship Manual

FHPClub@uci.edu

<http://www.ucihs.uci.edu/fhpclub/>

July 2007

Table of Contents

Mission and vision	3
Mentor Roles and Requirements	4-7
Mentee Roles and Requirements	8-10
Registration and Matching Strategy	11
Afterschool clubs	12
Tips for Online Mentoring	13-14
Tag alongs (job shadowing)	15
Research Projects	16-17
Non-Research Projects	18

What is the Mission and Vision?

The *mission* of Future Health Professionals Club at the University of California, Irvine (UCI) is to promote interest of youth about the field of healthcare and to empower them as they strive to reach their goals in becoming a healthcare professional. Whether or not those who participate in the program decide to go into healthcare or not, they will hopefully come out of the experience with a better understanding of their own career goals, as well as formulating their own perception of their health and the healthcare industry.

The *vision* of Future Health Professional Club is to be a leading organization that provides mentoring programs for youth interested in a career in healthcare by:

- Reaching youth across different communities in Orange County, California (especially underserved areas) through group mentorship programs
- Connecting mentors and mentees through on-line mentorship program to give students the chance to have their questions answered directly by a health care professional
- Promoting direct interaction in the healthcare field by shadowing health professionals through the tag along program
- Providing a resourceful website for all pre-health students to utilize
- Training future mentors to provide a web of health professionals as available resources
- Expanding its location across the country and providing advice for those interested in developing similar mentoring programs

- Promoting continuous growth of the program based on the needs of mentors, students and community through evidence-based research and a collaborative team model
- Providing continuous community outreach in health promotion and education through a collaborative effort of both mentors and mentees

Mentor Roles and Requirements

Why should I be a mentor?

As a mentor, you will experience a sense of pride and gratification by helping your mentees grow and achieve their goals. You will make a positive impact on the lives of youth who are passionate about your field of work. You will grow personally by working with people of different background and cultures.

What is the time commitment required?

The mentors and mentees will receive a notification of their match after registration. Students are expected to initiate contact with their mentor. For e-mentoring, a minimum of about one hour per month for one year is suggested. For tag alongs, the student will contact the mentor by e-mail to establish a mutually convenient time to set up a time for tag along sessions. Two to three tag along sessions for one academic year is recommended. During these sessions the mentee will shadow the mentor to get a good sense of the mentor's activities. At the end of the sessions, the mentee can ask specific advice regarding the requirements and personal experience of the mentor in that particular field.

As a mentor, you have the potential to make a difference in another person's life. Through a foundation of trust, respect, and professionalism, you will create a relationship to better help and guide your mentee through the field of healthcare. Either way, you will have the opportunity to establish a professional relationship through a successful mentoring relationship and inevitably shed light on the healthcare industry from your own experiences and accomplishments, and those you share with your mentee.

Your role as a mentor:

- **Begin by understanding the mentee's need**
 - To be an effective mentor, you have to gain an understanding of the mentee's needs and develop appropriate strategies to foster the mentee's career as well as personal development.

- **Offer advice on educational options and insight to their professional field**
 - You may serve as a role model to help your mentee achieve his or her goals in becoming a healthcare professional, or in deciding whether or not this is a field he or she wants to enter in the future. You can offer advice on variety of topics, such as
 - The requirements for entering a healthcare specialty
 - Writing personal statements
 - Joining academic societies
 - Doing research or other projects

- **Establish a foundation with your mentee**

Realize that all relationships are unique, they move at their own pace under different circumstances. The following are important elements of a successful mentor/mentee relationship.

- **Commitment**

One of the requirements for joining this program is commitment to develop and sustain a mutually supportive relationship. Effective mentors are those who nurture their mentee's goals and needs through commitment and candid communication.

- **Trust**

Take the time to get to know your mentee, understand his or her own goals and interests to better understand what he or she wants to get out of the program. This is a crucial step in creating an effective mentoring relationship where trust opens the lines of communication to better achieve any goals that are set.

- **Respect**

Take the time to show your mentee respect. As a role model you should give constructive criticism and feedback by serving as a guide to your mentee, not a decision maker. Avoid telling your mentee what decisions to make, but be honest and open and give guidance through critical feedback and thorough listening.

- **Professionalism**

Maintaining professionalism is the key in serving as a role model as it will validate your actions. Make sure you maintain regular contact with your mentee and stay consistent.

Other tips for mentoring:

- **Listen effectively**

Be patient with your mentee and try to listen to what they have to say, you might not have all the answers but sometimes just listening is enough.

- **Share your own experiences**

Tell your mentee about your own personal experiences; demonstrating the up's and down's of the field will show that with every seeming failure there are also joys of success. Sharing your personal side with your mentee might encourage the same from them.

- **Avoid being judgmental or biased**

Remember that your experiences and feelings are your own and it is up to you to provide guidance through unconditional friendship so your mentee is comfortable to share his or her own opinions or concerns with you

- **Promote independence**
Avoid solving the problem for the mentee, be encouraging to promote independence and allow him/her to formulate his/her own decisions and solutions.

- **Don't be the only resource**
Help your mentee to network and build his or her own professional community of available mentors. You can help open the door to various opportunities available for your mentee.

Mentee Roles and Requirements

Why should I be a mentee?

As a mentee you have a unique opportunity of gaining insight on the fascinating field of healthcare. A tag-along allows you to observe firsthand the life of a healthcare professional, to better enable you to make a decision regarding a possible career in the field by achieving a better understanding of the profession itself. Online mentoring gives you a chance to ask questions or concerns you may have from a health professional who can offer you their own personal experiences or advice. Any of these opportunities, from tag-alongs to after school programs, will give you a new perspective on healthcare careers, with the ability of forming a relationship with your mentor as well. This program gives you a very unique opportunity to establish a professional relationship with your mentor, become familiar with networking opportunities and in some cases get a letter of recommendation or advice regarding your professional school applications..

Your role as a mentee:

- **Take the initiative with your mentor and share expectations**
 - The relationship between you and your mentor is a partnership; both sides should take active roles in participation. You are the one to set the basis of the relationship, and you must decide what you would like to get out of the program in terms of what advice and guidance you need. Try to set goals and develop a plan for accomplishing goals. You can impress your mentor by taking the initiative and being resourceful.

- **Establish a foundation with your mentor**

Each partnership will differ and the advice and guidance you receive from your mentor will be a reflection of the relationship you establish. You can make this experience as one of your best career moves.

- **Commitment**

To be a part of this program is a privilege, realize that health professionals are taking time out of their schedule to be part of the program and to offer their time to help you. Make sure you are consistent and committed as an active partner. Listen to the mentor's advice and suggestions and respond accordingly.

- **Trust**

Take the time to respond to your mentor and to get to know him or her. Prove to him or her that you are committed to the program to gain their trust in the relationship you are establishing. A trusting partnership will allow you to gain more from the program and from your mentor.

- **Respect**

Show your mentor respect and appreciation as he or she has taken time out of their schedule to guide and assist you. They are health professionals and in any working relationship you gain respect by showing it to others as well.

- **Professionalism**

Prove that you are interested, motivated, and mature by maintaining your professionalism in the program. You are trying to show your capabilities in trying to eventually serve within the health field, so stay consistent and dedicated to the program and your mentor.

Other tips for mentees:

- **Be Patient**

Remember that your mentor is taking his or her time out for you, so be respectful of his or her time and space. Always maintain a positive attitude and be persistent.

- **Give Back**

Realize that you too can give back to the relationship; give your own advice and perspective when appropriate as the relationship is a two-way street.

- **Keep doors open**

Try to find ways to keep communication open between you and your mentor even after the program has ended. Networking and resources will be helpful to have later on as you try and establish a career in the healthcare industry.

Registration and Matching Strategy

To participate in the mentoring program, both the mentee (student) and the mentor have to register. Mentees have to be at least 18 years of age to register. The requirements for different programs are outlined in this manual and are available on the website and need to be reviewed by the participants prior to registration. After registration, a match will be performed according to the mentee's and mentor's interests and an e-mail notification will be sent to the mentorship pair. Only the name and e-mail address will be released to the mentorship pair. Other information on the registration form is for in-office use and matching purposes. We cannot guarantee all applicants will be matched.

Afterschool Clubs

The Future Health Professionals Club school-based, afterschool mentoring program is designed to introduce and promote the interest of elementary, middle and high school students in a career in healthcare. Groups meet for 4-8 one-hour sessions on a weekly basis. The program's activity-based curriculum focuses on team building and development of necessary skills to enter a career path. The program is designed to promote positive social interactions and engage youth in problem solving and decision-making. Disease applications will not be emphasized in this program. Each group consists of 8-10 students, one faculty mentor and one junior mentor (a healthcare professional student). Mentor screening is done through a written application. Mentor training consists of a two-hour support workshop scheduled throughout the year and focuses on the program framework, goals and activities.

The curriculum at this time includes:

- Basic human anatomy
- Functions of different organ systems
- Application of facts to real life situations
- Introduction to powerpoint presentations
- Introduction to effective patient-doctor communications
- Application process and requirements to enter college and professional schools
- Developing effective online researching skills (for older children)

Tips for Online Mentoring (E-mentoring)

E-mentoring is available for youth 18 years of age or older. Students will be matched with a mentor according to their interests. Once the match is made, an e-mail will be sent to both the mentor and mentee notifying them of the match.

By online mentoring, mentors work with students to reach their career goals by guiding them in one or more of the following:

- Constructive suggestions for a career path in a healthcare profession based on their personal experience
- Providing constructive suggestions for personal statements, curriculum vitae
- Information regarding career, college and future opportunities

How do the rules differ as an online mentor?

As an online mentor, or through the E-mentoring program, the same rules and roles apply as read under the mentor roles and requirements section. There are though some tips that are unique to online mentoring but the role of providing a relationship built on trust, respect, and professionalism to serve as a guide through the field of healthcare is the same.

Tips for online mentoring:

Mentors:

- **Be aware of limitations**
There are limitations to mentoring via the internet, so set goals and boundaries with your mentee.
- **Be consistent**
Consistency is very important with online mentoring as your only mode of communication is through the internet. Be consistent with your responses in terms of how often you will respond. Please provide some kind of an e-mail response

within 24 hours. Please let your mentee know if you will be out of town or very busy on certain weeks.

- **Be clear in your writing**

As you will mostly communicate by email, make sure you are clear in your writing as you do not have body language or tone to help express what you mean. Be concise and clear in your writing and make sure you clarify when appropriate.

- **Maintain professionalism**

You can maintain professionalism by reading over your emails and making sure you spell check; hasty emails show lack of time or effort by the mentor

- **Be patient**

Realize that your relationship will be slowly built, especially as it is through emails. Be patient and keep conversation flowing to create a healthy balanced relationship.

- **Send your own questions**

Avoid creating a one-sided mentoring relationship, which is easy to do through email as your mentee will likely send you various concerns or questions.

Remember as a mentor that you should share your own experiences and feelings as well as hear those of your mentee.

- **Stray away from “yes” or “no” responses**

Giving a more lengthy explanation of your opinion or experience will encourage greater feedback from your own mentee.

Tag Alongs

Mentees can learn about working in the clinic or hospital setting by spending time for a few hours with their mentor. Hospital tours will be also arranged on a regular basis for those interested. The time and frequency of tag alongs will depend on the availability of the mentor and the mentee but at least 2 tag alongs per year with the same mentor is recommended. Mentees have to register and complete the application process requested by the Human Resources Department at UCI.

1. Students do not perform direct patient care activities. Students can only shadow a physician (faculty members or residents) and should not be responsible for evaluating the patient, asking the patient medical questions or giving advice to patients.
2. Students do not participate in research activities.
3. Students must complete HIPPA tutorials.
4. Student must show proof of certain vaccinations and TB skin test prior to start of job shadowing.
5. Student must provide proof of health insurance.
6. Student must sign the UC Waiver of Liability, Assumption of Risk and Indemnity Agreement.
7. Student must complete safety training and fire extinguisher classes.

Research Projects

At this time, research projects are limited to UCI undergraduate students (through 199 course), medical students and residents. Registration is required if the student wishes to be matched through the Future Health Professionals Club. Prior to start of research, the student must understand the procedures and meet the enrollment requirements. A summary of the expectations are listed below:

1. Student assignment will range from one month to 12 months.
2. Student must agree with the faculty on the work schedule but at least 3 to 4 hours per week is required. For credit courses, the student must satisfy the course time requirements.
3. Students do not perform direct patient care activities.
4. Students do not participate in research activities involving human or animal blood or body fluids, replicating recombinant DNA, and select infectious agents.
5. Students must complete the basic science and health science tutorials.
6. Student must show proof of certain vaccinations and TB skin test prior to start of the project.
7. Student must provide proof of health insurance.
8. Student must sign the UC Waiver of Liability, Assumption of Risk and Indemnity Agreement.
9. Student must complete safety training and fire extinguisher classes.
10. Follow the UCI dress code while on Campus or Medical Center.

11. Complete a written summary of services performed at least 2 weeks prior to end of the assignment.
12. The faculty supervisor must review and sign appropriate forms.

Non-Research Projects

Registration is required if the student wishes to be matched through the Future Health Professionals Club. Prior to start of research, the student must understand the procedures and meet the enrollment requirements. A summary of the expectations are listed below:

1. Student must agree with the faculty on the work schedule. For projects that involve research the student must complete the research requirements.
2. Students can not be expected to do patient care activities but for projects that involve any patient exposure, the following requirements need to be satisfied:
 - Complete a general health clearance including testing for tuberculosis, and proof of vaccination or immunity to measles, mumps, rubella and chicken pox.
 - Pass a criminal background check
 - Complete a general medical center orientation
 - Complete an on-line safety training program
 - Establish goals for the project and have strong commitment to finishing the project.