New Programs to Develop Faculty into Humanistic Mentors: Emerging Solutions to the Humanism Gap Across the Continuum of Medical Education

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Submission Role: Emerging Solutions and Workshops

Presentation Type: Emerging Solution

Abstract Body:

Short Description: Approaches to developing faculty as humanistic mentors have emerged. These novel mentor-training interventions were funded by the Arnold P. Gold Foundation to help physicians and nurses in training and early practice to be more humanistic in their patient care. This session will ground the discussion in theoretical background, as well as exemplars of strategies implemented to develop faculty in humanistic mentoring, which serve as a springboard for participants to develop new approaches and perspectives.

Abstract:

Topic: A mentor is “an experienced and trusted adviser.” Mentoring goes beyond role modeling; it allows experienced, skilled faculty members to cultivate, encourage and guide learners and junior faculty in their professional development as humanistic and compassionate caregivers. Within medical practice humanism can be defined as the professional habits of heart and mind that bring respect, altruism, and compassion to the care of patients. Though humanism is an essential quality for physicians, it is not innately instilled into the professional identity formation of learners through current learning environments. The problem is that though medical educators have the responsibility to train humanistic physicians, many have had little training in humanistic mentoring. Additional barriers in the educational environment are packed curriculum, duty hour restrictions and pressure to be productive at the UME, GME and CME levels respectively. The lack of humanistic training throughout the continuum is felt to be in some part responsible for increasing cynicism, depressive symptoms and burnout reported among medical students and residents as well as practicing physicians.

Recently, new approaches to developing faculty as humanistic mentors have emerged that offer solutions to the faculty preparedness problem. These novel mentor-training interventions evolved from proposals from 8 medical schools that were funded in 2013 by the Arnold P. Gold Foundation to help physicians and nurses in training and early practice to be more humanistic in their patient care. In this session we will ground the discussion in selected theoretical background on which we structured our efforts, as well as exemplars of strategies we implemented to develop faculty in humanistic mentoring in our schools. This theoretical background and these pilot strategies should serve as a springboard for participants to develop new approaches and perspectives.

Conceptual Viewpoints: We found three theoretical frameworks particularly useful to prepare faculty to integrate humanism into the professional identity of students. The first is Creuss’s formulation of professional identity formation, which constructs it as a process of socialization to which faculty role modeling and student experience are key contributors. The second is William Branch’s Teaching Professional and Humanistic Values model, which focuses on humanistic identity formation, viewing its evolution as an interaction among supportive group process, experiential learning of skills and critical reflection within the context of longitudinal mentoring. The third is the seminal work of Arthur Kleinman focusing on the process of uncovering patient perspectives, a key foundational skill for Humanistic Care.

The exemplars, which we will present and which we have used with our faculties, were designed to facilitate this interaction. They include:

1) Reflection rounds—a faculty development strategy to promote learners’ inner humanistic growth
2) Unroofing student-patient experience through “backstory reflection”—a faculty mentoring model method inspired by anthropological work
3) Interprofessional train-the-trainer sessions—a curriculum model that collaboratively prepares physician and nurses to enhance their humanistic mentoring skills

Possible Questions:

How can humanistic role modeling best be operationalized?
What other models/strategies are there to develop humanistic mentors? How can we best integrate mentoring skills across the continuum of learners? How can we evaluate success in faculty development? How to know if we have graduated humanistic students and residents? How to involve patients in providing feedback to students and trainees? How can we integrate with other professions to model humanistic practices as part of collaborative teamwork?

**Session Plan:** During the session, small groups, formed by tables, will be given their choice of a question(s) to brainstorm and come to consensus on a new idea for preparing faculty for humanistic mentoring. The session will be organized as follows:

- **10 min:** Introduction/review session goals and format
- **15 min:** Sampling of audience experiences with humanistic mentoring
- We will ask a selection of participants about emerging solutions that they have implemented or contemplated at their schools
- **20 min:** Theory/Exemplars
- We will present a brief overview of theory and then a description of innovative humanistic mentoring exemplars from Gold grant institutions.
- **30 min:** Discussion of emerging solutions
- Triggered by the presentation of theory and exemplars each table of participants will choose a discussion question to consider:
  - **5 min** individual reflection
  - **10 min** pair and share
  - **15 min** discussion involving entire table: brainstorm an innovation, record and choose a representative to report out
- **30 min:** Report out
- **15 min:** Comments/wrap-up

Total 120 minutes

We will collect the written ideas from each table and distribute by e-mail. We will provide participants with a document summarizing the work of each of the eight Gold Foundation funded projects.

**Outcomes:** A collaborative paper will be synthesized by selected PIs of the Arnold P Gold grant funded projects. This paper will present a comprehensive overview of advances and emerging solutions in humanistic mentoring. It will also be open to contributions from participants of this session. The paper will be submitted for publication in a selected peer review medical education journal.

**Author Credentials:**

Benjamin Blatt, MD, George Washington University School of Medicine. Professor of Medicine, Medical Director, CLASS simulation center, PI for Training Faculty to be Mentors in Humanism: A Faculty Development Program to Nurture Students’ Inner Growth, a Gold-funded grant

Alice Fornari, EdD, Hofstra Northwell School of Medicine, Professor of Science Education/ Family Medicine, Associate Dean, Educational Skills Development, PI for Mentoring and Professionalism in Training Gold-funded grant.

Daniel Wolpaw, MD, Penn State Hereshy College of Medicine, Professor of Humanities, Director of Doctors Kienle Center for Humanistic Medicine, PI for From Bedside Backstory to Compassionate Care: Mentoring Medical Students to Know their Patients as People

**Level of Audience:** Mid-career

**Focus of Presentation:** Continuum


Branch WT. (2014). Teaching professional and humanistic values: Suggestion for a practical and theoretical model;
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