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**About the mentoring project**

The mentoring project is a scheme that has been run by Medics' Welfare for a number of years. It pairs students facing academic, and occasionally personal, difficulties with students in the years above, to support them. This is predominantly an academic scheme, whereby mentors provide small tutorials on particular areas of difficulty, but there is a more general role of a mentor to provide a basic level of advice and support if you are experiencing difficulties.

**What are the aims?**

- to provide personalized one-to-one teaching to students facing difficulties with the overall aim of increasing their understanding
- to provide students with a flexible opportunity to get involved with teaching and develop their teaching skills

**What is expected of a mentee?**

Mentees are expected to be engaged throughout teaching sessions and motivated to learn. You should receive a high standard of teaching, whereby your mentor listens to you and tailors teaching sessions according to your needs. If you find this is not the case, you can get in touch with us via the contact details below.

**What is expected of a mentor?**

Mentors are expected to provide regular, flexible teaching sessions on mutually agreed subjects that their mentees find difficult. We expect mentors to commit to around 1-2 hours of teaching

each fortnight, but you may find that you need a bit of extra help around exam time and mentors are aware of this.

## Summary

You will be paired with a student from the year above that you will be able to contact and arrange teaching sessions on a regular basis. It is designed to fit around the commitments of both the mentee and mentor; therefore you will need to be flexible. You can choose where to meet, you may find that you work better at home in an informal setting, or you may choose to meet in the library or the MSB. You could book out group rooms in the David Wilson Library via the library website.

## Some ideas for topics

This is by no means a list of topics you are expected to cover, simply some ideas for topics when you're struggling to think of some.

### Phase 1:

epithelial tissues and their role in disease	important pathogens
early embryological development	physiological control of micturition
cohort studies, case-control studies and RCTs	glomerular diseases
diabetes	approach to jaundice
bones and calcium homeostasis	hernias
adrenal glands	pneumonia
cardiac physiology	physiology and pathology of pregnancy
heart failure	foetal development
how to approach chest pain	cranial nerves and anatomy of the skull
clinical anatomy of the upper limb	issues with screening
benign changes, neoplasia and metaplasia	ascending and descending tracts of the CNS
coagulation	the chemistry and neurology of pain
principles of innate immunity	cardiovascular examination
antigen processing and adaptive immunity	urological presentations and history taking

### Phase 2:

commonly used drugs	physiology of pain and pain management
fluid management	varicose veins
clinical assessment of jaundice	basic microbiology and antibiotics
diabetes	mood disorders
electrolyte imbalances	approach to neck lumps
thyroid physiology and pathology	oncological emergencies
chronic kidney disease	vomiting and diarrhea in children
clinical approach to joint pain	retinal problems
headache differentials	glaucoma
asthma	cerebrovascular events
respiratory failure and ABGs	management of the acutely ill patients
atrial fibrillation	preterm labour
anaesthetic assessment	clinical approach to the collapsed patient

## Troubleshooting

### ***My mentor is no longer interested in meeting up, what should I do?***

If your mentor is no longer committed and you are still very keen to have regular teaching, let us know so we can address any issues and confirm that your mentor no longer wants to take part. We can then think about pairing you up with a different mentor. It may be the case that they are struggling to commit to the sessions and we can provide you with two mentors.

### ***My mentor and I do not get on, what should I do?***

We appreciate that not all partnerships will get along and it is often nothing personal – some people just find it difficult to work productively together. We want to make it very clear that both mentors and mentees can approach us asking to be re-paired and we will do our best to do this as soon as possible. Neither person has to give a reason, though sometimes it might be helpful for us to know so we can look to address it in the first instance. Simply email us on the address below.

### ***I am having some personal issues that my mentor cannot help with, what should I do?***

Your mentor might not be familiar in dealing with some of the issues faced by medical students. Remember you can contact your personal tutor or someone at the Student Support Office at the medical school. You can always get in touch with Medics' Welfare via the email addresses and phone numbers below and we can provide more detailed advice.

## Contact details

Your first point of contact for any problems with the mentoring scheme should be Charlotte, via email at:

**[mentoring@medicswelfare.org.uk](mailto:mentoring@medicswelfare.org.uk)**

If you, or your mentee, are struggling with any wider issues, you can contact Medics' Welfare via the details below, or visit our website: [www.medicswelfare.org.uk](http://www.medicswelfare.org.uk)

#### **E-mail:**

[phase1@medicswelfare.org.uk](mailto:phase1@medicswelfare.org.uk)

[phase2@medicswelfare.org.uk](mailto:phase2@medicswelfare.org.uk)

#### **Phone or text:**

Phase 1: 07816 012933

Phase 2: 07531 102810



## Feedback forms

Use the feedback forms below after every session to help reflect on the teaching provided your mentor. It will be helpful for their personal reflection and PDP portfolios.

Date _____ Topic _____	disagree	agree
The mentor was well prepared	1	2 3 4 5
The mentor presented the subject matter clearly	1	2 3 4 5
The mentor gave me feedback	1	2 3 4 5
The mentor treated me with respect	1	2 3 4 5
My knowledge of the subject has increased as a result of this session	1	2 3 4 5
Any areas for improvement:		

Date _____ Topic _____	disagree	agree
The mentor was well prepared	1	2 3 4 5
The mentor presented the subject matter clearly	1	2 3 4 5
The mentor gave me feedback	1	2 3 4 5
The mentor treated me with respect	1	2 3 4 5
My knowledge of the subject has increased as a result of this session	1	2 3 4 5
Any areas for improvement:		

Date _____ Topic _____	disagree	agree
The mentor was well prepared	1	2 3 4 5
The mentor presented the subject matter clearly	1	2 3 4 5
The mentor gave me feedback	1	2 3 4 5
The mentor treated me with respect	1	2 3 4 5
My knowledge of the subject has increased as a result of this session	1	2 3 4 5
Any areas for improvement:		

Date _____ Topic _____	disagree	agree
The mentor was well prepared	1	2 3 4 5
The mentor presented the subject matter clearly	1	2 3 4 5
The mentor gave me useful feedback	1	2 3 4 5
The mentor treated me with respect	1	2 3 4 5
My knowledge of the subject has increased as a result of this session	1	2 3 4 5
Any areas for improvement:		