QcHcQ – the value of mentorship

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Overview

- Approach to our mentorship program
- Expectations and goal setting
- Issues addressed within the partnerships
- Outcomes
- Recommendations for mentors and mentees
Mentorship
The intersection of Queen’s Joanna Briggs Collaboration (our old name) and Christina

QJBC established in 2004

Driven by 3 high powered nurse researchers

3 years funding

Software tricky to negotiate

Reviews are challenging projects

“the support person”

Received mentoring
Approach - successes and failures

• First target audience – local clinical partners
  – Not successful in engaging use of JBI
  – Did entertain knowledge translation and transfer of new knowledge from systematic reviews

• Second attempt -> focus on methodology
  – Faculty
  – Students
  – Clinicians
Mentorship program takes off

• Completed several different types of systematic reviews

• QJBC became the “Go To” place
• QJBC submitted titles, protocols and review reports for all other centres and individuals

• One on one consultations
• One on team consultations

• Swamped -> shared the load amongst deputies
Types of problems or issues

• Most frequent -> selection of methodology

• Honing of review questions to answer what they want to know

• Choosing the most appropriate critical appraisal checklist
• Integration and synthesis of the evidence
• Scoping reviews
• ConQual
Lessons learned

• Our mentorship program did not have a formal structure

• Importance of setting goals and expectations in the mentor-mentee relationship

• Funding structure or protected time structure

• Measuring outcomes

➢ Set up CANCOMM – Canadian Community of Practice
  ➢ Facilitate group mentoring and sharing
Unexpected outcomes

• Non trainees contacting us for support
  – Researchers and PhD students from other universities

• Push by academia to limit the mentorship program
  – Seen as service
  – Not given any value academically
Recommendations for mentors and mentees

• Do reviews .... Do reviews ..... Do reviews
  – Put SUMARI through its paces

• Create a **formal** mentorship program agreement
  – Goals
  – Expectations
  – Time commitment
  – Financial considerations
• Purpose -> generate new knowledge to inform practice
  – Evidence synthesis is only the first step

• Anchor the new knowledge to existing knowledge to move concepts forward
  – Meta-cognitive process
  – Use of conceptual or theoretical frameworks

➢ Foundation to generate recommendations for practice
➢ Value of evidence synthesis to enhance scholarship
Thank you