

# Mentoring in Occupational Therapy: Findings from a Scoping Review



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# Mentoring in Occupational Therapy

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Mentoring is a relationship and process aimed to advance learning and development.

In occupational therapy, mentoring is perceived as central for skill acquisition.

**The question is:** how is mentoring being implemented in occupational therapy?

# Objective

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To identify evidence-based mentoring practices in occupational therapy and their outcomes.

Specific study objectives were to determine where, with whom, by whom, and how mentoring is being used in occupational therapy; what are the outcomes; and where are there gaps in the research in our profession.

# Method

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A scoping review is a systematic process of data collection according to specific criteria aimed to map the extent, range, and nature of existing information and evidence on a topic and to identify gaps in knowledge or research (Arksey & O'Malley, 2005; Daudt et al., 2013).

Stage 1: Identifying the Research Question

- What is known from the existing literature about the uses and outcomes of mentoring for occupational therapy students and professionals?

Stage 2: Identifying Relevant Studies

- Literature search: “mentor\*” AND “occupational therap\*”

Stage 3: Study Selection

- Inclusion Criteria: occupational therapy students, clinicians, educators, and researchers; empirical with mentoring as main construct of study; English language

Stage 4: Charting the Data

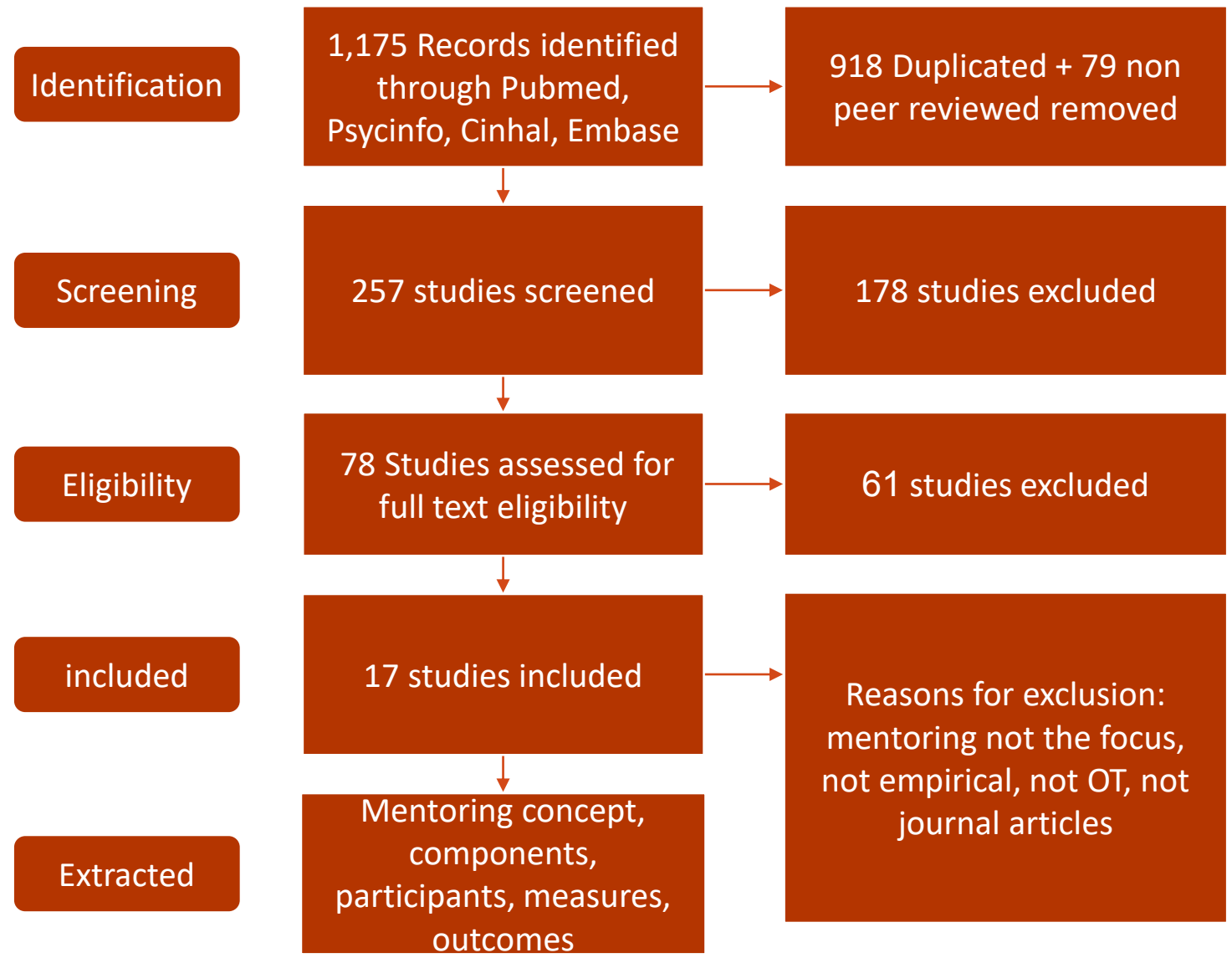
- Extraction of: mentoring definition, mentoring setting, participants, mentor training, research design, data collection methods, mentoring outcomes

Stage 5: Collating, Summarizing, and Reporting the Results

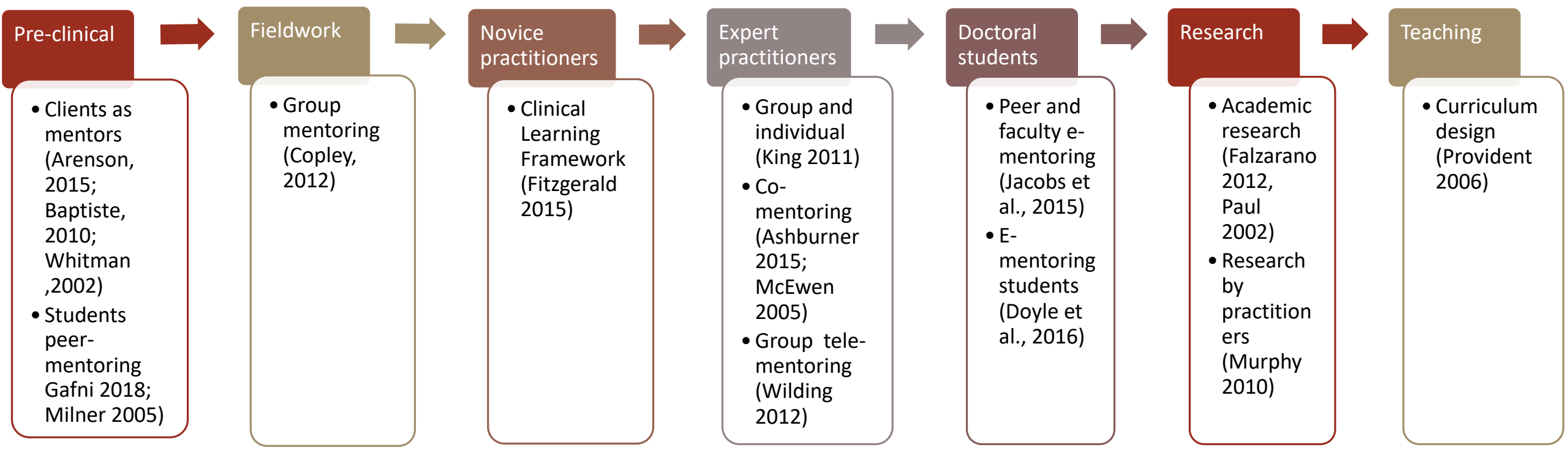
- Scope, rationale, methods, and outcomes of mentoring across the professional continuum

# Results

## PRISMA Flow Diagram



# Mentoring programs across the professional development continuum



# Recommendation for practice

## Participants

- Individual mentoring (Baptiste, 2001)
- Group mentoring (Murphy et al., 2010)

## Mediums

- Face-to-face mentoring (Fitzgerald et al., 2015; King et al., 2011)
- Distance mentoring (Wilding et al., 2012)
- E-mentoring (Doyle et al., 2016; Jacobs et al., 2015)

## Planning

- Designing a mentor training (Ashburner et al., 2015)
- Structuring mentoring (Doyle et al., 2016; Jacobs et al., 2015)
- Learning frameworks and forms to guide learning and reflection (Fitzgerald et al., 2015)

## Measurement

- Using standard measures to assess change in clinical expertise (King et al., 2011)
- Competency assessment of mentor (Fleming et al., 2013)



# Conclusions

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Receiving, providing and enabling quality mentoring across the occupational therapy professional development continuum is essential for our development and well-being as diverse individuals and as a profession. Guidelines derived from this scoping review demonstrate how to achieve best outcomes for the mentor, mentee, and the workplace.

Thank you for your interest in mentoring!



# Key References

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