Mentoring monitoring process

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The main aim of the mentoring process is to equip the mentee with knowledge for first response in the management field. One of the short-term goals is to develop a communication strategy that leads to a positive reception by the patients (Carlisle, Jacobson, Francesco & Parker, 2011). Also, a long-term goal was to enhance efficiency when communicating with a diverse group of patients. The first activity the mentee engaged in was building their communication skills. The mentee learned on how to refer to patients by their name and avoids using technical language and effective use of questions to get information from a patient. The mentee also simplified the way he or she conveyed messages to the patients.

During the first activity, the mentee was placed in a physical environment that had a mock patient and asked to assist the patient while the mentor was overseeing the process. The patient’s name was Michael, a male of forty-six years old. The mentor called out on the patient by name in a friendly manner. The mentee picked up from there and continuously referred to Michael while collecting information from him about the problem. The questions were easy and straight forward; for instance, how do you feel? The patient would then explain himself as the mentee listened. He would then be asked direct questions such as for how many days have you felt the headache? The mentee then communicated the results and progress of the patient to the family and relatives, which was also evaluated for effectiveness. The acquired communication skills will improve the relationship between the patient and the family. The coach identified the mistakes in the communication skills of the mentee and provided feedback as well as direction on the correct manner to communicate with a patient.

The second activity involved the mentee getting into role-playing scenarios where the mentee applied the communication and time-management skills learned (Carlisle, et al., 2011). In this activity, the mentor got two people to act as patients and would attend to them as the mentee watched. The mentor acted out what was expected of the mentee when handling the patients. The mentee will practice the acquired skills in medical training focusing on communication and time-management, which is the concern to improve first response management. The mentor and mentee will practice responding quickly and effectively to emergency calls. The mentee had to practice dressing a wound within the shortest time possible and offer medications such as pain relief injections or tablets. The mentee will be learning confidence in dealing with confidence quickly and accurately.

At the moment, the mentee can respond quickly to a patient in case of an emergency. Based on the activities engaged in, the mentee was able to attend to a mock patient, gather the required information in less than five minutes and shared with the patient’s family in a manner that calmed their tension. The mentee responded to another patient who came with a bleeding finger due to an injury. The mentee dressed up the wound in about three minutes and prepared a pain reliever to inject patient, thus relieving the pain quickly.

Performance Indicator

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| --- | --- | --- |
|  | Initially | Currently |
| Time spent serving one patient | 10 minutes to 15 minutes | Three to Five minutes |
| Communicating to patient’s family and relatives.  | Serious tone | 80% Friendly |
| Medical errors per ten patients  | Two  | Zero |
| Efficiency when responding to emergency | 45%  | 80%  |

References

Carlisle, A., Jacobson, K. L., Di Francesco, L., & Parker, R. M. (2011). Practical strategies to improve communication with patients. *P & T: a peer-reviewed journal for formulary management*, 36(9), 576–589.