Info for mentors.

i) General Info / good practice

All mentors will have had unique and varied training experiences to date, and have access to particular resources and clinical scenarios depending on their current job plan. Some mentors and students may wish to arrange opportunities for clinical experience, perhaps shadowing in an outpatient clinic, or attending a ward round. While Glasgow medicine students are covered medicolegally for any placements within NHS hospitals which currently accept Glasgow University students on psychiatry placement, as mentor, you MUST assume clinical responsibility for the student at all times. This includes:

- ensuring that any clinical experience for students is appropriate to their current stage of learning (e.g. some students may be in 1st or 2nd year, and have virtually no experience of psychiatry, and very little experience taking histories).
- Do not leave students unsupervised.
- Always obtain consent from any patients for a student to join you in any clinical encounter
- Always obtain consent from your local consultant if you are planning on inviting your student to any clinical environment for experience.
- Always discuss with your student the importance of safety during any interaction in a psychiatric health care environment e.g. pinpoints, ward or outpatient clinic layout and safety procedures.
- If you have any queries or concerns, please contact the mentoring scheme supervisors

ii) The role of the mentor:

This will vary between trainee / student pairs, and should be flexible, focussed on the needs and interests of the student, including a collaborative approach to establishing aims and objectives for the mentoring period. Below is a set of recommendations that mentors should consider adopting during the scheme to help facilitate support and learning for their student:

- To agree and be committed to ensuring a regular level of contact with their allocated students. This may be face-to-face or via phone or e-mail, or a mixture of these. A minimum of 1 face-to-face contact per month is recommended so as to maintain a good level of rapport between Higher Trainee and medical student.
- To agree to be the first point of contact when their students have any queries which are psychiatry-related.
- To provide reliable information about a career in psychiatry, including the career pathway, what personal attributes are required and the different subspecialties within the field and what each entails.
- If possible and appropriate, to offer to allow their students to shadow them so that the students can experience first-hand “life as a psychiatrist.”
- To provide their students with advice on how they can maximise their chances of getting into Specialty Training in psychiatry (CV building etc.).

- To make their students aware of the existence of the Royal College of Psychiatrists and signpost them to the College website as a useful source of information about careers in psychiatry.

- To encourage their students to become Student Associate members of the College and to make them aware of the benefits of doing so.

- To encourage their students to attend local, regional, national and international psychiatry conferences organised by the College, in particular, highlighting that students are entitled to discounted prices on the attendance fees for such conferences.

- To encourage their students to become involved in audit or research projects. **Remember!** This must be tailored to the students needs and students should not be simply tasked with helping out with data entry or audit work for current projects that the higher trainee is involved in, unless there is a clear desire on the student’s part to be involved. Students wishing to engage in a more substantial piece of audit or research should explore with their mentors the option of a Special Study module or elective in psychiatry. Prof. Danny Smith can advise further on research opportunities in the area.

- To assist their students with writing and submitting articles or posters they wish to publish.

- To provide teaching sessions on psychiatry topics to their students.

- To provide advice on which psychiatry topics are likely to come up in undergraduate medical finals.

- To advise on psychiatry textbooks that are useful for undergraduate medical finals.

- To provide advice to their students on how to make the most out of their undergraduate psychiatry attachments.

- To assist their students in arranging optional clinical attachments in psychiatry, e.g. through providing suitable contacts for the students to approach.

- To assist their students with arranging a medical elective in psychiatry.

- To encourage their students to join the local Student Psychiatry Society and attend their events and maybe even consider being actively involved in the running of the society (e.g. through being on the society’s organising committee).

- To encourage their students to seek to attend a local psychiatry summer school aimed at students interested in psychiatry.

- To highlight media articles and psychiatry journal papers of interest to their students and then engage in discussion about these.

- To identify any problems encountered within the relationship with their students and communicate these to the mentoring scheme supervisors.

*Adapted from Liverpool mentoring scheme documentation, with thanks to Dr Declan Hyland*