Mentoring in Occupational Therapy: Findings from a Scoping Review

Liat Gafni-Lachter, OTD, OTR/L, Nancy Doyle, OTD, OTR/L, Karen Jacobs, EdD, OT, OTR, CPE, FAOTA

Boston University, College of Health & Rehabilitation Sciences: Sargent College, Department of Occupational Therapy
Mentoring in Occupational Therapy

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

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

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

Identification
1,175 Records identified through Pubmed, Psycinfo, Cinhal, Embase
918 Duplicated + 79 non peer reviewed removed

Screening
257 studies screened
178 studies excluded

Eligibility
78 Studies assessed for full text eligibility
61 studies excluded

included
17 studies included

reasons for exclusion:
Mentoring concept, components, participants, measures, outcomes

Extracted
Mentoring concept, components, participants, measures, outcomes
Mentoring programs across the professional development continuum

Pre-clinical
- Clients as mentors (Arenson, 2015; Baptiste, 2010; Whitman, 2002)
- Students peer-mentoring (Gafni 2018; Milner 2005)

Fieldwork
- Group mentoring (Copley, 2012)

Novice practitioners
- Clinical Learning Framework (Fitzgerald 2015)

Expert practitioners
- Group and individual (King 2011)
- Co-mentoring (Ashburner 2015; McEwen 2005)
- Group tele-mentoring (Wilding 2012)

Doctoral students
- Peer and faculty e-mentoring (Jacobs et al., 2015)
- E-mentoring students (Doyle et al., 2016)

Research
- Academic research (Falzarano 2012, Paul 2002)
- Research by practitioners (Murphy 2010)

Teaching
- Curriculum design (Provident 2006)
## Recommendation for practice

<table>
<thead>
<tr>
<th>Category</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td><strong>Participants</strong></td>
<td>• Individual mentoring (Baptiste, 2001)</td>
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<td>• Group mentoring (Murphy et al., 2010)</td>
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<td><strong>Mediums</strong></td>
<td>• Face-to-face mentoring (Fitzgerald et al., 2015; King et al., 2011)</td>
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<td>• Distance mentoring (Wilding et al., 2012)</td>
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<td>• E-mentoring (Doyle et al., 2016; Jacobs et al., 2015)</td>
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<td><strong>Planning</strong></td>
<td>• Designing a mentor training (Ashburner et al., 2015)</td>
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<td>• Structuring mentoring (Doyle et al., 2016; Jacobs et al., 2015)</td>
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<td>• Learning frameworks and forms to guide learning and reflection (Fitzgerald et al., 2015)</td>
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<td><strong>Measurement</strong></td>
<td>• Using standard measures to assess change in clinical expertise (King et al., 2011)</td>
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<td>• Competency assessment of mentor (Fleming et al., 2013)</td>
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Conclusions

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


Contact information

**Liat Gafni Lachter**, OTD, OTR/L; Lecturer, On-line Post-professional Doctorate in Occupational Therapy, Boston University; Post-doc fellow, Department of Occupational Therapy, University of Haifa, Israel  lgafni@bu.edu

**Nancy Doyle**, OTD, OTR/L; Lecturer, On-line Post-professional Doctorate in Occupational Therapy, Boston University  nwdoyle@bu.edu

**Karen Jacobs**, EdD, OT, OTR, CPE, FAOTA; Clinical Professor & Program Director, On-line Post-professional Doctorate in Occupational Therapy, Boston University  kjacobs@bu.edu  http://blogs.bu.edu/kjacobs/