TELE-MENTORING (TM) FOR BOCC

INTRODUCTION

Extension for Community Healthcare Outcomes (ECHO) is a method of

Tele mentoring healthcare professionals in improving the care of common, chronic, complex medical conditions.

TELE-MENTORING DESCRIPTION:

- Telementoring was designed for continuing professional development (CPD) and improving patient outcomes.
- During telementoring sessions, health care providers use telecommunication technology to deliver and receive training, education, and support that builds healthcare capacity.

AIM OF TELE- MENTORING:

The aim is to transfer knowledge and skills from the mentor to the mentee and to jointly determine how progress and success can be monitored and evaluated.

TELEMENTORING PHASE:

Tele-mentoring phase	
	Phase 2
Participants	TM for trainees
Shedule	Twice a month for 3 month
Duration of the session	40 minutes to 1 hour per session.
Case based mentoring	The SEM trainer should use the opportunity to mentor and provide supervision to the trainees (mentee) regarding the specific management and treatment of the case/situation presented/discussed.

MODEL OF TELE- MENTORING:

Situational Tele-Mentorship (STM) in health environments is a long-distance relationship in which an experienced professional mentor (SEM) using telecommunication technologies provides guidance and assistance to a less-experienced practitioner (mentee) to deal with a specific challenging situation in real-time.

Situational Factors Be Taken into Account Include The:

1. urgency of the situation that requires the mentee to act immediately.
2. mentee's relevant experience pertinent to the situation.
3. mentee's current awareness of factors (actual and potential) impacting the situation.
4. critical nature of the situation, and the risk/reward of possible interventions.
5. mentee's current competence or ability to do what is required for success.
6. mentee's attitude toward and perception of the situation (positive or negative).

THE ROLE OF THE MENTOR :

1. An advisor and sharer of professional knowledge and experience.
2. A coach who asks questions that provides the mentee with new insights and new perspectives on a situation.
3. A discussion partner who can challenge the mentee about assumptions, opportunities, and solutions.
4. A critic who provides the mentee with constructive criticism and feedback.

THE MENTEE IN STM:

Must be competent to deliver professional services within their scope of practice and possess at least some of the skill components required for the task at hand.

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