



The Influence of Mentorship on Physicians in Training

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Mentorship promotes the advancement of professional development and success in academic medicine. Medical education has evolved dramatically, and the arrival of the pandemic has led the education system to reestablish new teaching methods. However, mentoring has transcended and continues to promote as support and guide for students at different academic stages. In the United States, mentoring programs were established in the late 1970s through several private corporations [1]. In the medical field, mentoring impacts career advancement, enhances research productivity in different fields, including anatomy research and other high-tech software modalities [2], improves well-being, and develops an interest in different specialties [3,4]. As an outcome, many health sciences institutions have advanced through formal mentoring programs for physicians in training at different career stages.

Therefore, exist different mentoring models to influence and promote students' abilities and foundations: (i) the classic one-to-one mentoring between a mentor and mentee, (ii) a small group of mentees supervised by a mentor, (iii) individual or group mentoring managed by multiple mentors, and (iv) mentoring among co-equals (peer mentoring) [5].

Mentorship is a mutual correlation in which insight is acquired from the mentor in a professional, constructive, and instructive approach that necessitates active participation from both: the mentor and mentee [6]. A good mentor's fundamental qualities include consistent reflecting on their roles, modifying teaching strategies according to apprentices' necessities, excellent interpersonal skills,

and genuine enthusiasm [6,7]. These assets act synergistically to encourage a trustworthy and supportive learning environment. To illustrate, a study conducted approached a program centered on research and mentoring components for 37 medical students and junior doctors at the Department of Cardiothoracic Surgery at Melbourne's Royal Children's Hospital. The study included ten years (between 2005 and 2015) and reported achievement in engaging students early in training, with (30 of 37) 81% of mentees publishing at least one research article, (11 of 37) 30% received scholarships to conduct research, 24% (9 of 37) had completed or enrolled in a cardiothoracic specialty training, and from these 9, 2 had doctoral degrees. The authors concluded that academic mentoring promoted not only the individuals' careers but also ensured that the division could sustain high research productivity [8].

Even though formal mentoring programs have been recognized to be of great significance for the career advancement, encouragement, and promotion of physicians in training, it is imperative to continuously promote the benefits of these initiatives and evaluation for these programs [5].

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