HOW DOES TUTORING AND TEACHING DIFFER AND OVERLAP WITH MENTORING IN MEDICINE?

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Introduction

Mentoring relationships are highly conflated with tutoring and teaching in medical education literature. This thematic review seeks to study the key aspects of tutoring and teaching while identifying similarities and differences with mentoring relationships between senior physicians and junior doctors/or medical students to guide methods to improve tutoring and teaching processes in medical mentoring.

Methods

Literature search was performed on publications across PubMed, ERIC, Cochrane Database of Systematic Reviews and SCOPUS databases between 1 January 2000 and 31 December 2017. Braun and Clarke's approach to thematic analysis was used to identify key themes within tutoring and teaching in medical education.

Results

Thematic analysis of 9 articles revealed key aspects of tutoring and teaching including; a high degree of individualized instruction and personalized nature of development, strong institutional and personal motivators to initiate relationships, communication to establish development of tutees alongside growth tutoring/teaching relationships. Prerequisites such as resource-rich, supportive and safe environments, need for regular assessment, fine-tuning of the relationship and evaluating outcomes were also identified.
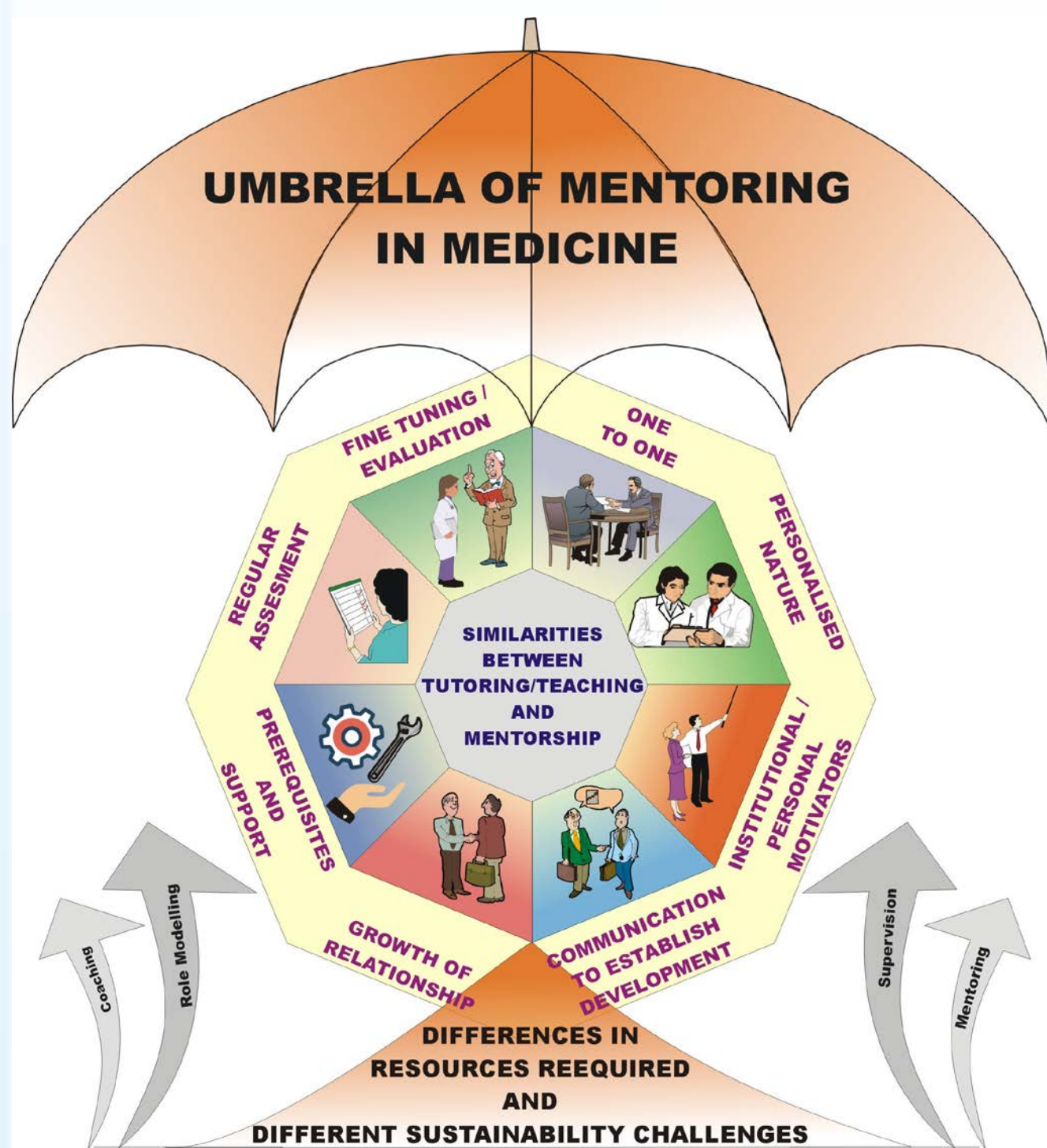
Conclusions

Key aspects and pre-requisites of tutoring and teaching identified in the results shared significant overlap with medical mentoring concepts. However, the exact processes and skillsets utilized vary widely between relationships with mentoring demonstrating more involved processes displaying overlap with other processes like coaching or supervision.

Teaching and mentorship face different challenges to maintain sustainability. They require different pedagogical approaches from individuals and differing resources from host institutions to significantly affect learner outcomes.

These similarities and differences suggest that tutoring and teaching are a subset of relationships within mentoring and that effective tutoring/teaching may promote productive mentoring relationships. A teaching relationship may also morph into mentoring requiring mentors to acquire additional skillsets to mentor effectively in accordance to tutee or mentee needs. The findings change the manner by which mentoring and teaching are taught.

Credits

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