Indigenous Mentorship: A Behavioral Evaluation Model of College Mentors in Health Science

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BACKGROUND

Indigenous Nations in Canada are making headway toward representation and self-determination in multiple sectors. • Momentum for recent changes driven by legal cases and tribal leadership around residential schools which prompted government research and stimulated calls to action.

• Canadian Institutes of Health Research’s funds Indigenous health programs: ACADRES (‘02-07); NEAHR (‘07-14); IMNP (‘17-21)

• IMNP has seven provincial nodes; one national

• Alberta Indigenous Mentorship in Health Innovation (AIM-HI)

Mentorship • Indigenous Mentorship† (IM) has been called for as a way of increasing and retaining Indigenous students. • AIM-HI retreat attendees, 3) AIM-HI leadership

Analysis • Surveyed literature and extracted mentoring behaviors

Study 2 • Surveyed literature, hosted focus groups, questionnaires

RESULTS

RESULTS STUDY 1

The survey of non-Indigenous mentorship literature identified 96 mentoring behaviors. The cutting and sorting technique identified five higher-order behavioral categories:

• 1) Psycho-social support, 2) professional development, 3) job-related support, 4) generic mentoring, and 5) academic support.

• Within-category sort identified 30 non-redundant behaviors.

RESULTS STUDY 2

IM literature and the AIM-HI generated 108 mentoring behaviors. Of those, 38% could be categorized within the mainstream model. The remaining 67 behaviors (62%) clustered into six higher-order behavioral categories:

• 1) Utilize mentee-centered focus, 2) advocacy, 3) practice relationalism, 4) foster Indigenous identity development, 5) imbue criticality, and 5) abide by Indigenous ethics.

• AIM-HI leadership reviews model to add 79 behaviors. Within-category sort revealed 30 non-redundant behaviors within the six categories.

DISCUSSION

• Literature review showed that mainstream mentorship was multifaceted and emphasized psycho-social support along with professional development

• Important distinction between mentors and advisers/supervisors

• IM shared some mainstream elements, but contained emphases, values, and ethical responsibilities that were outside the mainstream conceptualization of mentorship

• IM had much more to do with supporting development as a person v. as an employee; when work content surfaced it focused on coordination and collaboration

• Important for training cultural competency, evaluating mentors according to Indigenous standards, and demonstrating differences in process

• Study serves as example that reconciliation requires detailed knowledge translation for outsiders to understand and be able to integrate into formal processes

METHOD

Study 1 • Sample: The non-Indigenous mentorship literature

Procedure: Surveyed literature and extracted mentoring behaviors

Analysis: Lincoln & Guba’s (1985) cutting and sorting technique to identify higher-order categories of shared content

Study 2 • Sample: 1) IM literature, 2) 2018 AIM-HI retreat attendees, 3) AIM-HI leadership

Procedure: Surveyed literature, hosted focus groups, questionnaires

Analysis: Lincoln & Guba’s (1985) cutting and sorting technique to identify higher-order categories of shared content

REFERENCES


† Indigenous mentorship refers to mentorship by an Indigenous person.