Three Pillars of Lifelong Learning: Mentoring

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Gene Iannuzzi has been the EMS program director at Borough of Manhattan Community College since 2013 and has been providing EMS education in various settings for over 30 years. Prior to that, he was a Trauma Nurse Manager, ED Nursing Director, Hospital Emergency Preparedness Coordinator, ED and critical care RN, and field paramedic in NYC and Westchester. He is a member of the Westchester Regional EMS Council and has served on several policy-making committees in NYC and Westchester. Mr. Iannuzzi remains a skeptic about all things considered EMS status quo and enjoys nothing more than a spirited EMS debate followed by adult beverages and fellowship.

Lifelong learners who wish to advance in EMS need mentors to provide guidance. Mentoring is a different concept and process from initial education and on the job coaching. Mentors are individuals to whom the EMS learner can rely on for insight and guidance on a wide range of topics and issues over the long term, and need not be individuals for whom or with whom the learner is employed. Mentors need not be people in authority, but must be willing and knowledgeable guides who can encourage the mentee to develop their own perspectives and solutions to issues at hand, be they clinical or managerial. In some respects, those mentors need not always be in EMS itself, but may serve as resources in positions that overlap EMS, such as personnel management, time management, or specific clinical fields.

Outline:

· How mentoring differs from coaching
· The voluntary nature of the mentor/mentee relationship
· The role of the mentor in professional development
· What mentees need to do to benefit from a mentor
· Mentoring the novice/mentoring the expert
· How mentoring affects the future of EMS

Objective 1: List three things a mentor can do for them over the long term
Objective 2: Describe three personal characteristics that make a successful mentee
Objective 3: Identify mentors in your own community/agency and build connections