INTEGRATION AND INSTITUTIONALIZATION OF MENTORSHIP TRAINING
STEPS TOWARDS INSTITUTIONALIZATION

1. Assess Mentoring and Trainee Needs

2. Develop Mentoring Tools: handbook, mentor compact, case vignettes

3. Provide Mentorship Training and Recognize Mentoring Efforts

4. Integrate Across Levels: research groups, departments, schools, universities, national
<table>
<thead>
<tr>
<th>THEME</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current status of mentorship</td>
<td>• Lack of academic mentorship program</td>
</tr>
</tbody>
</table>
| Challenges facing mentorship practices    | • Adhoc method of choosing mentors  
• Limited time allocated to mentorship  
• Limited awareness of roles of mentors and trainee                                                                                                                                 |
| How mentorship can be improved            | • Facilitation of mentor-trainee matching  
• Improvement of mentoring skills                                                                                                                                                                |
# AFRICA: WHAT MENTORS WANT

<table>
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<th>RESPONSES</th>
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</table>
| Current status of Mentorship              | • No critical mass of mentors  
• Limited mentorship skills                                                             |
| Challenges facing mentorship practices    | • No academic mentorship program  
• Ad hoc initiation of mentor-trainee relationships  
• Limited awareness of roles of mentors/trainees  
• Lack of logistics for mentorship program  
• Limited interest of trainees in academic careers                                     |
| How mentorship can be improved            | • Establish an academic mentorship program  
• Improve mentoring skills  
• Motivate mentors by institutional recognition  
• Provide resources to support mentoring activities                                      |

PERU: WHAT TRAINEES WANT

COMPETENCE
- Professional knowledge and experience
- Respect
- Interpersonal skills and good judgment

CONFIDENCE
- Shares network of colleagues and resources
- Encourages trainee to develop own career
- Shows initiative, takes risks
- Shares credit

COMMITMENT
- Invests time, energy and effort into mentoring
- Shares professional experiences

Plus the very important C...
PERU: WHAT MENTORS WANT

FEEDBACK: from trainees and peers to improve mentoring

RECOGNITION: of mentoring efforts from Peruvian and collaborating international institutions

APPRECIATION:
- Provide access to electronic literature
- Improve research infrastructure
- No payment desired for mentors

“Clinical Research Mentoring: Training the Trainers”, Lima, Peru, Feb 29, 2009
Steps Towards Institutionalization

1. Provide Mentorship Training and Recognize Mentoring Efforts
2. Integrate Across Levels: research groups, departments, schools, universities, national
3. Develop Mentoring Tools: handbook, mentor compact, case vignettes
4. Assess Mentoring and Trainee Needs
FACTORS TO CONSIDER

TRAINEE LEVEL
- Undergraduate
- Graduate
- Post-Doctoral
- Professional

PHYSICAL ATTRIBUTE
- Gender
- Disability
- Sexual Orientation
GOALS FOR TRAINEES
BENEFITS OF MENTORSHIP

FOR TRAINEE

- Receive Guidance
- Become More Effective Researcher

FOR MENTOR

- Train New Investigators
- Build Research Capacity
ROLE OF A MENTOR

SUPPORT  
career development

FOSTER  
trainee’s career goals

CHALLENGE  
trainee to acquire new research skills

Bower et al. *Medical Teacher*, 1998;20(6), 595-7
Samantha Dellinger  www.yorkblog.com
PRIMARY AND THEMATIC MENTORS

PRIMARY MENTOR

• Develops mentorship plan with trainee
• Oversees mentorship activities of team
• Assures program goals are achieved by trainees
• Coordinates evaluation of trainees by mentorship team

THEMATIC MENTOR

• Provides support to mentorship team in specific area of expertise
• Participates in evaluation of trainees
=MENTORSHIP COMPACT=

Agreement between mentors and trainees that provides a framework for professional relationship:

• Provides overview of mentorship
• Defines frequency & mode of meetings (in-person, virtual, phone)
• Specifies commitments of trainees and mentors

Mentors review and discuss with trainees

Signed and placed in trainee’s files
Mentoring Plan

Date: __________

Names: ____________________  ____________________

  Mentee  Mentor

Goals

1) Professional Goal: __________________________________________
   - Targets: __________________________________________
   - Target Dates: ______________________________________
   - Resources Required: ________________________________
   - Action Steps: _______________________________________  

2) Educational Goal: __________________________________________
   - Targets: __________________________________________
   - Target Dates: ______________________________________
   - Resources Required: ________________________________
   - Action Steps: _______________________________________  

3) Personal Goal: _____________________________________________
   - Targets: __________________________________________
   - Target Dates: ______________________________________
   - Resources Required: ________________________________
   - Action Steps: _______________________________________  

UW SCHOOLS OF MEDICINE AND PUBLIC HEALTH & COMMUNITY MEDICINE
STEPS TOWARDS INSTITUTIONALIZATION

Integrate Across Levels: research groups, departments, schools, universities, national

Provide Mentorship Training and Recognize Mentoring Efforts

Develop Mentoring Tools: handbook, mentor compact, case vignettes

Assess Mentoring and Trainee Needs
CORE COMPETENCIES FOR MENTORS

• Teach practical skills and a sense of social and ethical responsibility:
  • Medical knowledge
  • Interpersonal and communication skills
  • Professionalism
  • Patient care
  • Practice-based learning
  • Systems-based learning

Stewart, M. G. Accreditation council on graduate medical education core competencies. 2001
Biomedical Research Integrity Program

Sponsored by the Department of Bioethics & Humanities
School of Medicine, University of Washington

The Public Health Service (PHS) and its research institutions require that all pre-and post-doctoral researchers supported by PHS training grants receive training in the responsible conduct of research. The School of Medicine has developed a program of lectures with associated discussion groups, entitled the Biomedical Research Integrity (BRI) Program, for its researchers to meet this requirement. All School of Medicine
FACTORS TO CONSIDER

TRAINEE LEVEL
- Undergraduate
- Graduate
- Post-Doctoral
- Professional

PHYSICAL ATTRIBUTE
- Gender
- Disability
- Sexual Orientation
MENTORING STUDENTS WITH DISABILITIES

DO-IT
Programs and Resources

Creating an E-Mentoring Community: How DO-IT does it, and how you can do it, too

Sheryl Burgstahler, Ph.D.
Interested in a Queer Mentoring Program at the UW?!

The Q center is connecting UW students (mentees) who are exploring their sexual orientation, gender identity, and gender expression with queer UW students, staff, faculty, and alumni (mentors) who have been there, can relate to, and have tips for living a happy and fulfilling life.
Graduate Research

Graduate Climate in Science and Engineering

The Science and Engineering Graduate Student Experience Survey explores the extent to which graduate students feel comfortable and supported in their department. It asks questions about classroom experiences, laboratory experiences, department climate, professional development, relationships with faculty and mentors, academic program status and work/family balance. The graduate climate survey has been administered multiple times at the University of Washington with funding from the ADVANCE grant.

Publications

MENTORING TOPICS

- The Literature Review
- Intentional Career Planning
- Forming an Interdisciplinary Dissertation Committee
- Writing Your Individual Development Plan
- Academic Job Offer and Salary Negotiations
- Communicating with the News Media
- What You Need to Know About Human Subjects and Animal Subjects for Dissertations
- Working the Room
- A Dozen Sentences That Should Appear in your (Academic) Job Application Letter

http://www.grad.washington.edu/mentoring/memos/
TRANSITION TO INDEPENDENT RESEARCH CAREERS

• Introduction to clinical research
• Integration into clinical research environment
• Provide guidance for research protocols and scientific papers
• Encourage development of outstanding clinical research skills
• Assist with finding funding opportunities and editing grant applications
MAINTAIN RELATIONSHIPS

Mentorship is a long-term commitment

Maintain connections after training period has ended

Encourage communication when trainee is challenged

Offer various ways for trainees to meet:
  • in person, by email, phone, over Internet, group meetings

Encourage communication between host-country and home-based mentors:
  • Expedites resolution of problems that arise
  • Reduce confusions
MENTORING THE MENTORS: TRAINING THE NEXT GENERATION


UW, UCSF, UPCH, NAMRU-6
STEPS TOWARDS INSTITUTIONALIZATION

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CLAYTON-DEDONDER MENTORSHIP FELLOWS

INSTITUTIONALIZING MENTOR TRAINING

- Define existing mentor training resources
- Develop mentoring tools
- Provide training
  - seminars, workshops, grants
- Recognize mentoring efforts
- Integrate across levels
  - individuals, departments, schools, universities, nations
ESTABLISH PEER MENTORING GROUPS

Peer Mentoring Group

Simple mentoring activity, little to no investment

Overview

Kizazi is the Kiswahili word for “Generations.” We adopted this name to reflect our mentorship model for researchers working in Women, Adolescent and Child health. Established in 2007, Kizazi aims to facilitate research utilizing a model of vertical and horizontal mentorship, whereby members receive frequent feedback on their progress from investigators with a wide range of experience and expertise.

http://depts.washington.edu/gwach/kizazi/
# Build a Mentor Repository

**UCSF Profiles**

**Search Results (25)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Researcher Type</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Murphy, MD, MPH</td>
<td>Laboratory Medicine</td>
<td>Professor</td>
<td>Why?</td>
</tr>
<tr>
<td>Warner Greene, MD, PhD</td>
<td>Medicine</td>
<td>Professor</td>
<td>Why?</td>
</tr>
<tr>
<td>David Vlahov, RN, PhD, FAAN</td>
<td>Dean's Office</td>
<td>Other Academic/Other</td>
<td>Why?</td>
</tr>
<tr>
<td>Nicholas Kwaan</td>
<td>Medicine</td>
<td>Resident Physician</td>
<td>Why?</td>
</tr>
<tr>
<td>Elizabeth Donegan, MD</td>
<td>Anesthesia</td>
<td>Professor</td>
<td>Why?</td>
</tr>
</tbody>
</table>
Dear Colleagues,

It gives us great pleasure to announce the rollout of our NEW AND IMPROVED Department of Radiology mentorship program. You will now find enrollment and the process to be easier and more user-friendly. This opt-in mentoring program is designed for the benefit of all current and future junior faculty, of all appointment tracks and pathways. This program is designed to facilitate the successful career growth and development of all faculty. Your participation is strongly encouraged. This program complements the department Promotion Committee and annual faculty review (ePAR), but does not replace either function.
Date: ____________

Mentoring Encounter Form

Names: ________________________  ________________________
Mentee  Mentor

Professional Goal:
- Progress: ________________________
- Next Steps: ________________________
- Comments: ________________________

Educational Goal:
- Progress: ________________________
- Next Steps: ________________________
- Comments: ________________________

Personal Goal:
- Progress: ________________________
- Next Steps: ________________________
- Comments: ________________________
DEVELOP A MENTORING TOOLKIT

OVERVIEW
Clinical mentoring is a vital component of a comprehensive clinical training program, helping to bridge the gap between new skills, knowledge, and attitudes obtained in the classroom, and effective application of these in the health care setting. This clinical mentoring toolkit is a CD-ROM (and website) of comprehensive tools for developing, implementing, and evaluating clinical mentoring programs.

Toolkit Sections
Largely case-based, the toolkit features:

- An easy-to-use structure organized by distinct target audiences, including clinical mentoring program planners, trainers of clinical mentors, and clinical mentors themselves.
- A 3-day curriculum for training mentors.
- In-depth profiles of four different I-TECH clinical mentoring programs.
- Tools and resources for mentors.
- A resource library with copies of clinical guidelines from the World Health Organization and Médecins sans Frontières, as well as useful articles from scientific and pedagogical literature.

USING THE TOOLKIT
A complete version of the toolkit is available online.
Development of a mentor training curriculum that includes monthly train-the-trainer seminars.

### Activity Codes Search Results

**Search Term(s):** k24

<table>
<thead>
<tr>
<th>Activity Code</th>
<th>Category</th>
<th>Title</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>K24</td>
<td>Research Career Programs</td>
<td>Midcareer Investigator Award in Patient-Oriented Research</td>
<td>To provide support for the clinicians to allow them protected time to devote to patient-oriented research and to act as mentors for beginning clinical investigators.</td>
<td>More Information</td>
</tr>
</tbody>
</table>
Mentoring

Mentoring is a powerful tool for creating a welcoming department climate, building a strong community, and supporting faculty careers. Mentors can serve as sounding boards, valuable resources, and advocates for faculty at all ranks.

Some examples of what mentors do include:

- Creating bridges for their mentees and connect them to the community.
- Providing feedback on papers, proposals (such as NSF CAREER proposals), or teaching.
- Helping navigate the organizational structure and politics.
- Collaborating on projects of mutual interest.

Faculty can benefit from multiple mentors at different points in their career, as each mentor may have different strengths. Well-mentored faculty are shown to be strong contributors to the department and have higher levels of satisfaction. Senior mentors often benefit from collaboration from the mentee as
MENTORING IN THE MODERN AGE: DISTANCE MENTORING

Tools
- Email
- Skype/Chat
- Discussion Forums
- Websites

Functions
- Support
  - Facilitation
- Guidance
  - Orientation
  - Stimulation
- Collaboration
  - Sharing
  - Critique
- Teaching

"Ok, now that I have you all here..."
<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Intradisciplinary</strong></td>
<td>working within a single discipline</td>
</tr>
<tr>
<td><strong>Crossdisciplinary</strong></td>
<td>viewing one discipline from the perspective of another</td>
</tr>
<tr>
<td><strong>Multidisciplinary</strong></td>
<td>working with different disciplines, drawing on disciplinary knowledge</td>
</tr>
<tr>
<td><strong>Interdisciplinary</strong></td>
<td>integrating knowledge and methods from different disciplines, synthesizing approaches</td>
</tr>
<tr>
<td><strong>Transdisciplinary</strong></td>
<td>creating a unity of intellectual frameworks beyond disciplinary perspectives</td>
</tr>
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</table>
Building Capacity for Distance Education
bidirectional, bilingual, binational, arboreal
UPCH VICERECTOR OF RESEARCH SUPPORTING THE INSTITUTIONALIZATION OF MENTORING