

INTEGRATION AND INSTITUTIONALIZATION OF MENTORSHIP TRAINING



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Departments of
Neurology,
Global Health,
Medicine
(Infectious
Diseases),
Epidemiology

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

1

AFRICA: WHAT TRAINEES WANT

THEME	RESPONSES
Current status of mentorship	<ul style="list-style-type: none">• Lack of academic mentorship program
Challenges facing mentorship practices	<ul style="list-style-type: none">• Adhoc method of choosing mentors• Limited time allocated to mentorship• Limited awareness of roles of mentors and trainee
How mentorship can be improved	<ul style="list-style-type: none">• Facilitation of mentor-trainee matching• Improvement of mentoring skills

AFRICA: WHAT MENTORS WANT

THEME	RESPONSES
Current status of Mentorship	<ul style="list-style-type: none">• No critical mass of mentors• Limited mentorship skills
Challenges facing mentorship practices	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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...

Click!

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

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Assess Mentoring and Trainee Needs

FACTORS TO CONSIDER

TRAINEE LEVEL

Undergraduate

Graduate

Post-Doctoral

Professional

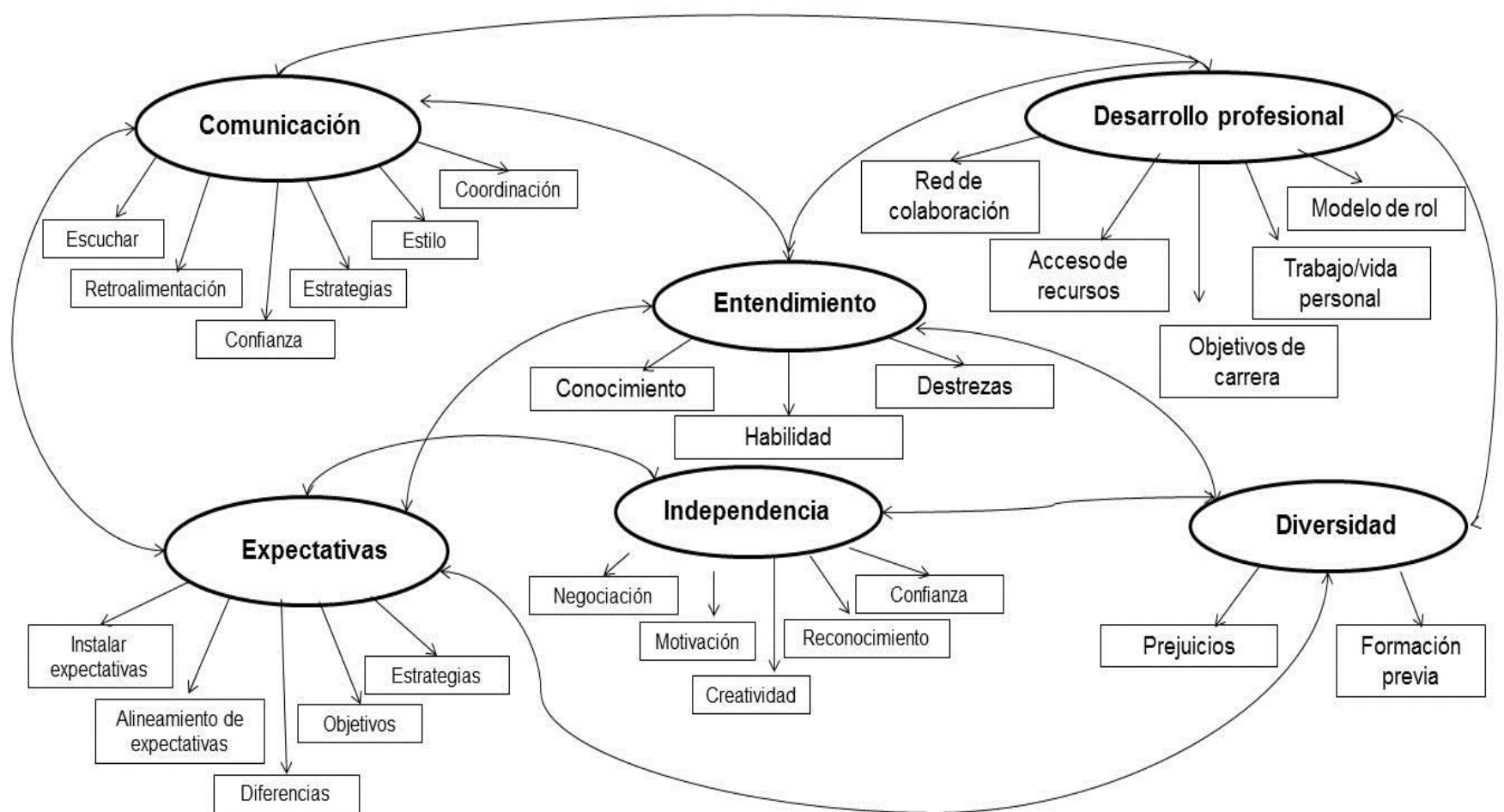
PHYSICAL ATTRIBUTE

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

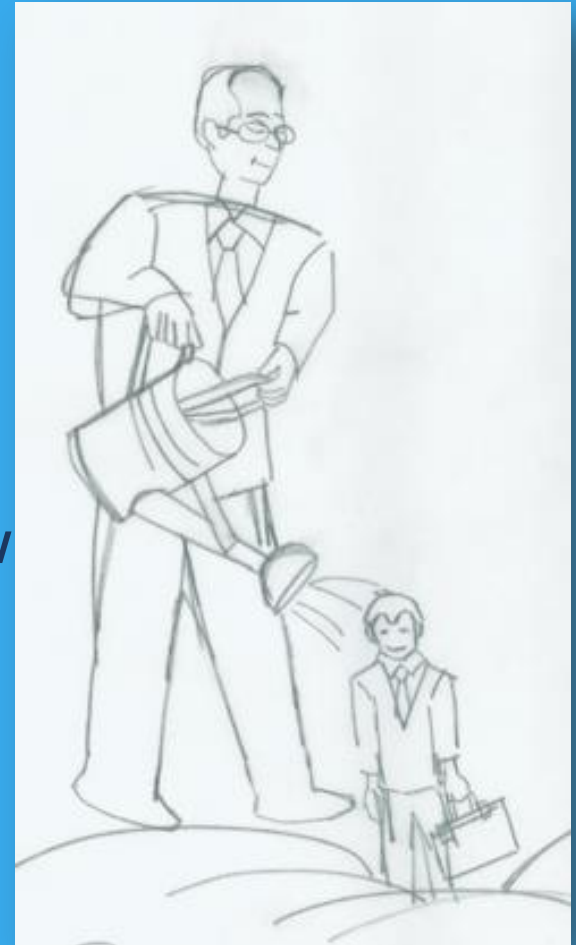
career development

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

Date: _____

Mentoring Plan

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: _____

STEPS TOWARDS INSTITUTIONALIZATION

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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

RESPONSIBLE CONDUCT OF RESEARCH

Department of Bioethics & Humanities

biomedical research integrity program

a lecture series

UW Medicine

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Contact

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uwbri@u.washington.edu

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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

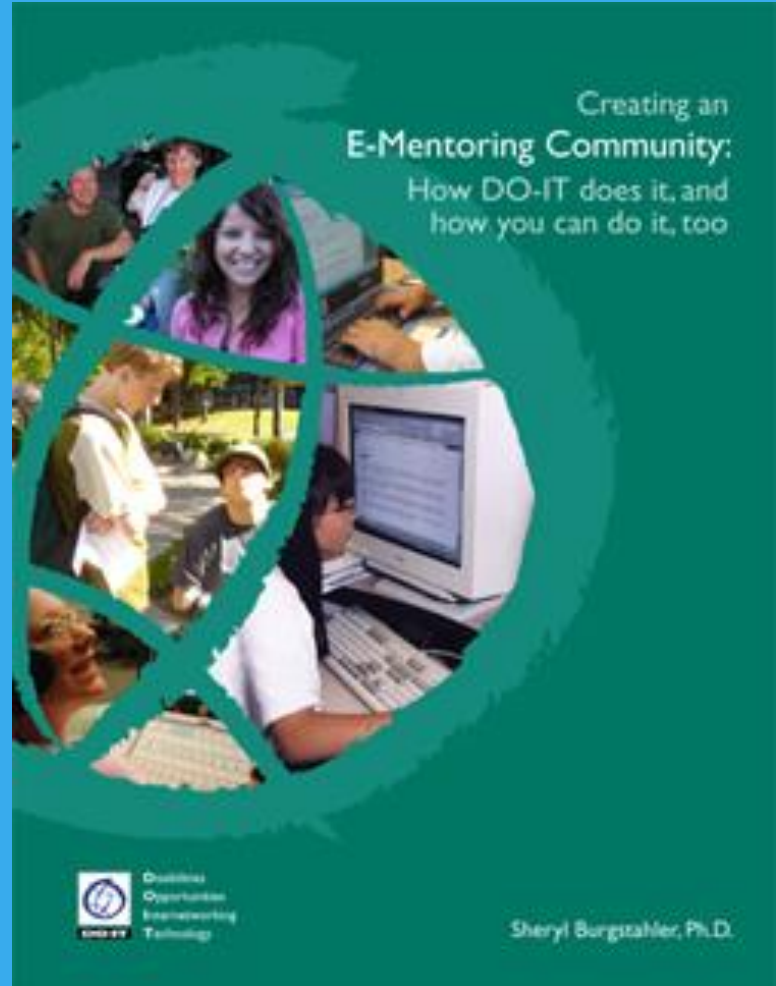
DO-IT

Programs and Resources



Disabilities
Opportunities
Internetworking
Technology

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



Disabilities
Opportunities
Internetworking
Technology

Sheryl Burgstahler, Ph.D.

MENTORING GAY, BISEXUAL, LESBIAN AND TRANSGENDERED STUDENTS

Q Center

Queering a World Class Education



center
UNIVERSITY of WASHINGTON

where justice, equality, compassion
and respect prevail...
you are welcome here.

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Queer Mentoring Program

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.

MENTORING GRADUATE STUDENTS



CENTER FOR WORKFORCE DEVELOPMENT
UNIVERSITY of WASHINGTON

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[Graduate](#)

[Graduate Climate Study](#)

[Graduate Mentoring Programs Study](#)

[Social and Ethical Implications
of Nanotechnology \(SEIN\)](#)

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

- Litzler, E. and Edwards Lange, S. (2006). Differences in Climate for Undergraduate and Graduate Women in Engineering: The Effect of Context. ASEE Proceedings, Chicago. [\[PDF\]](#)
- Litzler, E., Edwards Lange, S., and Brainard, S.G. (2005). Climate for Graduate Students in Science and Engineering Departments. *Proceedings of the 2005 American Society for Engineering Education Annual Conference & Exposition, American Society for Engineering Education.* [\[PDF\]](#)

MENTORING TOPICS

mentormemo

An occasional newsletter for University of Washington graduate students in all disciplines



- 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



Shah SK, Novell B, Montano SM, Behrens C, Zunt JR. Clinical Research and Global Health: Mentoring the Next Generation of Health Care Students. *Global Pub Health* 2010;14:1-13.

STEPS TOWARDS INSTITUTIONALIZATION

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

4

Provide Mentorship Training and Recognize Mentoring Efforts

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Assess Mentoring and Trainee Needs

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



Who We Are - What We Do - News Contact Us

Kizazi



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.



Peer Mentoring Group

Simple mentoring activity,
little to no investment

<http://depts.washington.edu/gwach/kizazi/>


BUILD A MENTOR REPOSITORY

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UCSF Profiles

search, discover, network



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e.g. Smith or HIV

Q

Sign in to edit your profile (add interests, mentoring, photo, etc.)

Search Results (25)

Sort Query Relevance

Show (choose columns)

Click **Why?** to see a researcher's relevant publications.

Name	Department	Researcher Type	Why
Edward Murphy, MD, MPH	Laboratory Medicine	Professor	Why?
Warner Greene, MD, PhD	Medicine	Professor	Why?
David Vlahov, RN, PhD, FAAN	Dean's Office	Other Academic/Other	Why?
Nicholas Kwaan	Medicine	Resident Physician	Why?
Elizabeth Donegan, MD	Anesthesia	Professor	Why?

Search Criteria

HTLV

Search Options

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START INSTITUTIONALIZATION WITHIN A DEPARTMENT

**UW Medicine**
DEPARTMENT OF RADIOLOGY

IMPROVING PATIENT CARE TODAY AND LEADING TO
THE FUTURE OF IMAGING SCIENCE AND HEALTHCARE

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Mentorship

PDF Forms

Digitized Documents (from PDF, Word, etc)

Assessment Form for Mentees (6-month)

Assessment Form for Mentees (1-year)

Assessment Form for Mentors (6-month)

Home › Academic Radiology › Mentorship

UWSOM - Department of Radiology Mentorship Program



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.

Mentoring Encounter Form

Professional Goal:

- Educational Goal:**

- Personal Goal:**

- UW SCHOOLS OF MEDICINE AND PUBLIC HEALTH & COMMUNITY MEDICINE

DEVELOP A MENTORING TOOLKIT

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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.

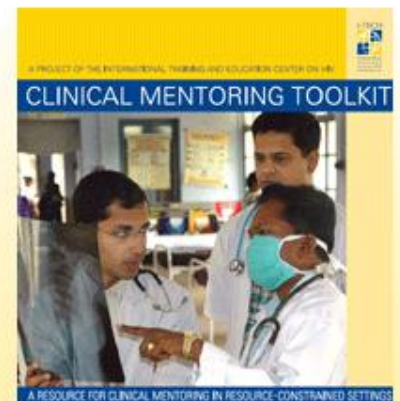
Toolkit Sections

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](#).



INSTITUTIONALIZE A CURRICULUM

Development of
a a mentor
training
curriculum that
includes monthly
train-the-trainer
seminars



ITHS

Institute of Translational Health Sciences
We help translate scientific discoveries into healthier communities

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Academic Careers in Health Sciences: A Perspective

Dr. Amory is a member of the Department of Medicine Appointments and Promotions committee and will be discussing academic career advancement. Dr.



more . . .

Tags: CDS, Challenges in Academic Careers

Time Management and Taming the Email Monster

Both time management and email management are essential in effective methodology.



more . . .

Tags: CDS, Challenges in Academic Careers

How to Construct a Research Budget

Dr. Huong Nguyen and Mary Cunningham will provide two different perspectives on developing budgets –one from a view of a researcher and the other as a key member assisting the task. Dr.



more . . .

Tags: CDS, Grant application, Budgeting

Pfund, C., et al., A research mentor training curriculum for clinical and translational researchers. Clin Transl Sci, 2013. 6(1): p. 26-33.

NATIONAL MENTORING SUPPORT FOR INDIVIDUALS: K24



National Institutes of Health
Office of Extramural Research

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Grants & Funding



Activity Codes Search Results

Search Term(s): k24

Related Resources:

- [Types of Grant Programs Page](#)

Activity Code	Category	Title	Description	Resources
K24	Research Career Programs	Midcareer Investigator Award in Patient-Oriented Research	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.	More Information

NATIONAL MENTORING SUPPORT FOR INSTITUTIONS



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UNIVERSITY of WASHINGTON

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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

Contact ADVANCE

**ADVANCE Center for
Institutional Change**
371 Loew Hall
Box 352180
University of Washington
Seattle, WA 98195-2180
advbic@uw.edu

Additional Resources

[Resources on Mentoring](#) in the
[ADVANCE Resource Library](#)

[Mentoring Bibliography](#)

<http://advance.washington.edu/resources/mentoring.html>

MENTORING IN THE MODERN AGE: DISTANCE MENTORING

Tools

Email

Skype/Chat

Discussion

Forums

Websites



Functions

Support

- Facilitation

Guidance

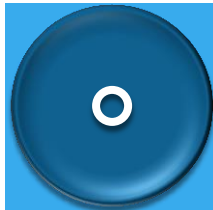
- Orientation
- Stimulation

Collaboration

- Sharing
- Critique

Teaching

DISCIPLINARITY



Intradisciplinary

working within a single discipline



Crossdisciplinary

viewing one discipline from the perspective of another



Multidisciplinary

working with different disciplines, drawing on disciplinary knowledge



Interdisciplinary

integrating knowledge and methods from different disciplines, synthesizing approaches



Transdisciplinary

creating a unity of intellectual frameworks beyond disciplinary perspectives

Building Capacity for Distance Education

bidirectional, bilingual, binational, arboreal



UPCH VICERECTOR OF RESEARCH SUPPORTING THE INSTITUTIONALIZATION OF MENTORING

