Three Decades of Mentoring Minority Students, Residents and Faculty

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My purpose today

- Use several experiences over 3 plus decades to illustrate how mentoring contributes to building a diverse and prepared health workforce and to supporting academic and professional success for a committed and resourceful talent pool.
I have no financial or other conflicts of interest to disclose.
Objectives

Upon completion of this session, participants will be able to:

- Identify unique characteristics and best practices for mentorship of minority learners
- List the characteristics of the ideal mentor/mentee relationship
- Understand mentor/mentee relationship expectations and obligations
Institutions and organizations can and should provide robust mentoring opportunities to support diversity.

Individuals at all levels encounter numerous opportunities to serve as mentors and to create an inclusive and vibrant environment, in the moment and in sustained relationships.

Mentoring relationships that contribute to professional success depend as much on the “mentee” or protégé as on the mentor.
Thank you to FSU COM

- For leading the way for new schools and advocating for the opportunity to create community based models of medical education

- For providing TCMC with many inspiring as well as practical approaches to implementing our curriculum, including the regional leadership structure and departmental organization
The word *Mentor* evolved to mean trusted advisor, friend, teacher and wise person. History offers many examples of helpful mentoring relationships: Socrates and Plato, Hayden and Beethoven, Freud and Jung, (Anne Sullivan and Helen Keller). Mentoring is a fundamental form of human development where one person invests time, energy and personal know-how in assisting the growth and ability of another person.

History and legend record the deeds of princes and kings (and queens and mothers!), but each of us has a birthright to actualize our potential. Through their deeds and work, mentors help us to move toward that actualization.

Thank you to my mentors

- My parents and grandparents
- Sy Bellin, PhD
- Johanna Shapiro; PhD, Herb Fendley, MD
- Frank Snope, MD
- Denise Rodgers, MD; Richard Younge, MD, MPH; Bob Massad, MD
- Chinita Fulchon, PhD, Saundra Shepherd, PhD
- Eliana Korin, Dipl.Psic
- Janet Bickel, MA
- Bob D’Alessandri, MD; Lois Nora, MD
- Sam Kauffman

......and many more
Three decades plus

- Professional roles:
  - practicing family physician
  - teacher of residents and students
  - residency program director
  - inpatient service director
  - vice–chair for education
  - faculty development director
  - health professions pipeline program director
  - HRSA grant PI
  - department chair at a new medical school
  - board member, president of national organization
  - member professional interest groups
Three decades plus

- **1980’s** Sophie Davis School of Biomedical Education (NYC) and Residency Program in Social Medicine (RPSM), Montefiore, Bronx, NY
- **1990’s** RPSM, national involvement in Society of Teachers of Family Medicine (STFM) and Group on Minority Health (GOMH)
- **2000’s** Focus on academic development of women and minority faculty at Einstein, HRSA MCH grant to support pipeline program
- **2010’s** Founding chair at a new community based medical school
Who is responsible for assuring diversity and related mentoring?

- All of us!
  - Leadership commitment necessary
  - All levels can and should contribute
  - Clear expectations, values and institutional climate matter
  - Advocacy and mentoring are not just the responsibility of URM faculty, residents, or students
The Commonwealth Medical College will educate aspiring physicians and scientists to *serve society using a community–based, patient–centered*, interprofessional and evidence–based model of education that is *committed to inclusion*, promotes discovery and utilizes innovative techniques.
FSU Mission

- The Florida State University College of Medicine will educate and develop exemplary physicians who practice patient-centered health care, discover and advance knowledge, and are responsive to community needs, especially through service to elder, rural, minority, and underserved populations.

- The FSU College of Medicine will lead the nation in preparing compassionate physicians to deliver the highest quality 21st Century patient-centered medicine to communities of greatest need.
Florida State University College of Medicine’s Commitment

“…FSU students learn in an environment that values diversity, mutual respect, teamwork and open communication…”

Dean John Fogarty

- Bridge Program
- Committee on Diversity and Inclusion
- Center for URM in Medicine
- Center for Medicine and Public Health
- Center for Rural Health Policy and Research
- AHEC
Realizing the Mission–Institutional Climate

- Who is at the table?
- Whose voices are heard and listened to?
- Inclusivity and transparency of decision making process
- Equity in salary and role responsibility
- Equity in academic opportunities
Realizing the mission—What do you value?

- Student Admissions policies and practices
- Faculty recruitment priorities and efforts
- Leadership appointments and recruitment
- Faculty Promotion and Tenure policies, practices and results
- Staff recruitment and hiring policies, practices and results
- Committee representation
- Diversity of invited speakers
- Community engagement
STFM Story
Your Best or Worst Mentor

Promotes Growth
Benefits of Mentoring to “Mentees”

- A safety net
- An opportunity to test out ideas
- Candid feedback
- Less stress
- Accelerated learning
- Needed support
- Increased productivity
Seeking Developmental Relationships

- Assessment Roles provide you with data and insights about yourself
- Challenge Roles help you grow by pushing you beyond your comfort zone
- Support Roles provide you with encouragement
Obtaining Mentoring and Coaching

- Search early and in many places.
- Develop a mind-set that allows you to learn from everyone around you.
- Never limit your mentors and “learning partners” to people who look like you.
- Mentoring is most needed during major transitions.
- Different types of advice/support are required at different stages.
Your best efforts as “protégé”
Mentoring Models

- Main Mentor
- Expert Consultants
- Cheerleaders
- Mosaic Mentoring
- Group mentoring
- Peer mentoring
Model for Mentoring Excellence

- Mentee Role: From passive receiver to active learner
- Mentor Role: From authority to facilitator
- Learning Process: From mentor directed to self directed; from face to face to multiple and varied opportunities
- Focus: From knowledge transfer and acquisition to critical reflection and application

Mentoring Matters: Creating a Mentoring Culture
Lois J. Zachary, President
Leadership Development Services, LLC
www.leadershipdevelopmentservices.com
Benefits of Mentoring for Mentors

- Satisfaction from helping others
- Expanded perspectives
- Powerful personal insights
- Opportunity to share experience and wisdom
- Reaffirmation of approaches
- A meaningful relationship
- Establish a legacy
Benefits of Mentoring for Organizations

• Helps retain the next generation of leaders
• Improves leadership and managerial skills
• Develops new leaders
• Enhances career development
• Puts high potential individuals on a fast career track
• Promotes diversity
• Improves technical knowledge
• Helps manage knowledge within the organization
Levels of Mentoring

- 1) teach/tutor: offers knowledge
- 2) support: offers motivation and confidence-building
- 3) critique: provides usable critiques of scholarly work
- 4) intervention: helps mentee advance and assists access to resources
- 5) sponsorship: sponsors the mentee for otherwise unavailable opportunities

From Janet Bickel, Career Development C
Mentoring at every moment: KC Story
Pitfalls and challenges

- Promises not kept
- Follow up
- Time commitment
- Career implications of mentoring
- Relationship boundaries
- Overcommitment
- Assuring URM students, residents and faculty are recognized for their talents and expertise, not just as a voice representing others
Important issues in mentoring URM and disadvantaged health professionals

- Strong commitment to community brings heavy service burden
- Economic burdens
- Lack of experience and confidence in negotiating
- Dealing with “micro insults”
- Expectations of representation of diverse voices
- Over-commitment to committees
- Isolation
Trust is earned

- Noticing unfair treatment
- Welcoming
- Inclusion
- Who is at table
Take home points

- Institutions and organizations can and should provide robust mentoring opportunities to support diversity.

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- Mentoring relationships that contribute to professional success depend as much on the “mentee” or protégé as on the mentor.
Beach BB, Calles–Escandon J, Hairston KJ, Langdon SE, Latham–Sadler BA, Bell RA. Mentoring Programs for Underrepresented Minority Faculty in Academic Medical Centers: A Systematic Review of the Literature Academic Medicine, Nov 2013


What Are Your Next Steps...?