

1. Name your mentoring and/or advising role(s) or activity(ies):

- * Mentor and career advisor for 3rd year medical students.
- * Career mentor for UCSF Primary Care Research Fellows.
- * Research and career mentor for PhD students at Kyoto University, Japan.
- * Associate Chief, DGIM. Career mentor and advisor for junior faculty

2. Your role(s)

- * Mentor for 3rd year medical students. I serve as career mentor and advisor for 3rd year medical students in the PISCES program as they choose a residency and future career. Each one has asked me to write a letter of recommendation for their residency application.
- * Mentor for UCSF Primary Care Research Fellows. I have served as the primary career mentor for 5 research fellows over the past 3 years. As career mentor, I mentor them around career decisions, job search, creation of job talks, networking and letters of recommendation.
- * Mentor for PhD students at Kyoto University, Japan. I served as the career and research mentor for PhD students during my Fulbright sabbatical year at Kyoto University, Japan. This entailed assistance with research project design and analysis and with all stages of manuscript preparation and co-author of the final manuscript that led to the award of their PhD degrees.
- * Associate Chief, DGIM. Career mentor for junior faculty members and advisor regarding advancement and promotion. I meet with faculty to review their CV, discuss short and long term career goals, discuss personal - professional balance issues, assist with networking locally and nationally and write letters of recommendation for their promotion packets.

3. Mentees and amount of contact:

- * Career advisor and mentor for 4 PISCES students over the past 5 years. I meet with each of these students 5-10 times for 1-2 hours outside of the 25-30 clinic precepting interactions.
- * Primary career mentor and advisor for 5 general medicine research fellows over the past 3 years. I meet with each of these fellows for one hour 2-3 times per month over 2 years and numerous prn meetings.
- * I was on sabbatical in Kyoto, Japan as a Fulbright Research Scholar in 2011-2012. During that time I advised and mentored 3 students in depth and met with each of these students 2-3 times per month.

4. Builds on best practice/evidence

I have reviewed the mentoring literature, conducted and published original research on mentoring and have distilled my understanding of mentoring best practice into numerous lectures and workshops. As the Co-Director of the Mentor Development Program of the CTSI, I helped to create a mentor training program for UCSF and other faculty. This program provides the structure to build a community of mentoring excellence, through multiple programs, including an innovative mentorship curriculum for mid-career and early senior research faculty. In addition, my Fulbright research was aimed at understanding mentorship in academic medicine in Japan. Through all of these activities, I have identified mentoring best practice and have integrated this knowledge into my own mentoring activities and those I teach.

5. Goals and learning objectives

Mentoring relationships can enhance career functions (those aspects of the relationship that help the mentee advance their career) and psychosocial functions (e.g. enhanced sense of competence and self-efficacy). My goals and objectives in each mentoring relationship are influenced by the mentees particular needs and their level of training. In each relationship, I begin by exploring what type of mentoring is required (e.g. research mentoring/career mentoring), the mentees own learning agenda and their expectations of me and the relationship. With this in mind, some example goals and objectives include:

- * Assist medical student mentees to clarify career direction and residency choice by reflecting on their values (both personal and professional), interests, and skills.
- * Support graduate students in their analysis and writing up of their research and publication in a peer reviewed journal.

* Assist junior faculty to set clear and measurable career goals and advise them on steps needed for advancement and promotion in their series. Discuss issues of personal-professional balance.

6. Methods

My approach to mentoring aligns with the specific goals and objectives of the mentee at the time. A few principles guide my approach to all mentoring relationships:

- * Accessibility – I take on a new mentee only when I have sufficient time to devote to the relationship and then try to promote an “open door” policy particularly when unexpected crises come up for the mentee.
- * Flexibility – an important skill for a competent mentor is to be able to work with a variety of mentees.
- * Active listening – This is the key skill of an effective mentor.

7. Results and impact

* I have intensively mentored four 3rd year medical students in recent years. I have asked three of them to provide letters of recommendation for me. Student one matched in the UC primary care residency program and I have continued to serve as an informal mentor for her. She is an outstanding resident and after a chief residency year will pursue a career in medical education. Student two was recruited by UCSF and Harvard/MGH and ultimately matched at UCSF. Her physical exam skills improved by the end of the year as did her interviewing skills. My mentoring of student three also focused on career choice and she ultimately decided to apply in Psychiatry, in part she said, because of her experience in our clinic with a focus on the psychosocial as well as the medical aspects of patient’s care. Another goal we set together was for her to be more proactive in her approach to her own education and we reflected together at the end of the year that she had accomplished that goal.

* I have mentored 5 primary care research fellows in 3 years. Four fellows successfully attained faculty positions at prestigious academic medical centers. I am in frequent communication with the two who are not in San Francisco and they have asked their chair to invite me to their university to give grand rounds on mentorship. One fellow was recruited to join the UCSF faculty and I continue to serve as her career mentor and advisor.

* Of the 3 PhD students I mentored most closely while in Japan, I assisted all 3 to complete their data analysis and publish their research in peer reviewed journals. I am co-author on all 3 of their manuscripts that led to the PhD degree. I continue to be in communication with them by e-mail and in person during my trips back to Japan to teach and continue to provide career mentorship and networking for them. One is getting married later this year and invited me to her wedding.

* Junior faculty mentees were all promoted on-time and are thriving academically. Many continue to seek me out for mentoring long after they are promoted to associate or full professor.

8. Dissemination

Over the past 5 years I have disseminated my contributions to the mentoring field through invited talks, grand rounds and visiting professorships at other academic medical centers, professional meetings and through peer reviewed publications. I have conducted in-depth mentor and mentee training workshops throughout the U.S. and internationally in Singapore, Japan and Argentina. I created a mentoring “toolkit” that has been adopted widely and have published 12 peer reviewed publications on mentoring. The mentoring curriculum we developed at UCSF has been widely adopted and I am currently leading the creation of a web based mentor training program that will eventually replace the MDP and will be available to other universities and CTSIs in the US and internationally.

9. Reflective critique

I have mentored and advised numerous students, residents, fellows and faculty members who have sought me out for advice regarding issues such as career direction, networking, professional-personal balance, advancement and promotion and in some cases, work place conflict. This is the most meaningful aspect of my role at UCSF. I am always looking for opportunities to develop as a mentor by seeking feedback from my mentees and by reflecting on my successes and shortcomings as a mentor.