

UCSF Mentorship Guidelines for Global Health Mentors

Mentors are ideally faculty who have spent part of their careers with underserved populations in the USA or in resource poor countries abroad. A good mentor is a teacher, role model, advocate, friend, and guide. Mentor-student relationships may last for years, and are a critical part of the learning experience. Global Health mentors will be working with mentees at several different levels of training from early medical students to residents, fellows and graduate students. A mentor's job will be to guide, stimulate, and be an academic advocate for the student.

There are several types of mentors needed for global health education programs (described below): project mentors, career mentors, advisory mentors, consulting mentors, or a combination of any of these.

In order to set expectations and facilitate the mentoring process, global health educational programs will instruct trainees on their responsibilities as mentees as well as defining expectations of the mentoring relationship. In addition, for mentors, the following guidelines will apply:

All mentors:

1. Shall meet regularly with their mentees
2. Should help the mentee network through the UCSF system
3. Should be a role model for the mentee and be sensitive to academic or personal problems that may interfere with the learning process
4. Structure an initial meeting to focus on sharing and setting expectations
5. Should be available for urgent situations that arise
6. Should review relevant material prior to meeting with the mentee
7. Should participate in mentoring evaluation and provide brief documentation of each interaction with the mentee in the form of a one paragraph meeting summary that can be given to the student to maintain in their portfolio. Both positive and critical feedback can help track competencies of mentees, such as professionalism.
8. Should get to know other aspects of their trainees including family, goals, outside interests
9. Should discuss and maintain confidentiality
10. Will not be involved in formal student evaluation

Consulting Mentor/Global Health Guide: (usually one or two meetings with mentees)

1. Shall be available to do occasional individual or group meetings with mentees on focused topics: career workshops, how to do research, how to negotiate, how to apply for global health positions, etc
2. Should guide mentees to additional resources for project or career advancement

Advisory Mentors/Global Health Coach: (usually one to three meetings with mentees)

1. Shall assist mentees in determining an area of interest in global health
2. Shall provide mentee with resources for finding project or career mentors
3. Shall help mentees find a suitable field project and assist in securing the student's mentorship during the field experience, either from a local scientist or from UCSF faculty working abroad (or both)

4. Should be willing to review final project drafts

Career Mentor: (ongoing relationship)

1. Should communicate monthly (by telephone, email) with mentee to review progress and assist with decisions about courses or projects
2. Should meet face-to-face with mentee at least once every two months to give and get feedback and to provide additional support for courses and projects. They should make appropriate adjustments based on feedback
3. Should help mentees set appropriate professional goals and advise them of the specific expectations for job applications
4. Should facilitate scholarly activities including possible offers for co-authorship on articles or similar assistance
5. Should assist and encourage mentees to present their work at scholarly meetings
6. Should help the mentee network especially in relation to job searches or further training opportunities

Project mentors: (ongoing relationship)

1. Should communicate directly (by telephone or email) with their student every week, on average, reviewing progress, and assisting with decisions (e.g. courses, electives, fieldwork)
2. Shall help the student understand their learning objectives (competencies) and guide them through a self-assessment to gauge their competency levels and learning goals
3. Should assist students in the design, conduct and analysis of their fieldwork project, helping with any questions that may arise in the formal courses or seminars
4. When students leave for fieldwork, should be sure that they have reviewed and written down with their specific aims, goals, and learning objectives. This should include the expectation of meeting with their local mentor to discuss these aims, goals, and objectives
5. Should work with the student on their final project, advising on data gathering, analysis, presentation before a group, and publication

Each of the different mentoring roles described above can overlap. It is important, however, to set up clear goals and expectations with the mentee early in the mentoring relationship and then during each meeting to insure that the relationship is as valuable as possible for both the mentor and mentee.

The following is a quick guide for mentoring sessions (Developed by Mitchell D. Feldman, MD, MPhil)

The One-Minute Mentor

- 1) Assess the Mentee
 - Check in
 - Assess for any urgent issues
 - Use active listening skills
- 2) Set an Agenda
 - Review pending items
 - Assess time available

- Prioritize
- 3) Assist with ongoing projects
 - Ask clarifying questions
 - Set clear and measurable goals
 - Give advice and suggest resources
 - Agree on timeline for deliverables
- 4) Provide career guidance
 - Review Individual Development Plan and CV
 - Inquire about professional / personal balance
- 5) Wrap up
 - Clarify expectations of mentor and mentee
 - Schedule future meeting