



# BRC

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Building Research Capacity

**"The building blocks of family medicine research."**



# The Means to Meaningful Mentorships

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# Introductions

**"The building blocks of family medicine research."**



# Faculty

- Sandy Burge, PhD – Professor Emeritus, UTHSC San Antonio
- Don Nease, MD – Research Director, U Colorado
- Kola Okuyemi, MD – Chair, University of Utah
- Dave Schneider, MD, MSPH – Chair, UT Southwestern
- Hazel Tapp, PhD – Research Director, Carolinas Health System

# Goals

Participants will understand:

1. Four models of research mentorship
2. Characteristics of a successful research mentorship relationship
3. What resources would be needed to create a research mentorship program, and
4. Opportunities for consultation offered by BRC

# Why Mentorship?

- Critical in developing faculty
- Helpful in retention of faculty
- Improved faculty satisfaction
- Often haphazard and/or overlooked
- Two way relationship
- Can be very rewarding for both senior and junior faculty



# Sandra Burge, Ph.D.

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*Professor Emeritus  
University of Texas Health Science  
Center at San Antonio*

# Mentorship Model

<i><b>Type of Protégé</b></i>	<i><b>Approach</b></i>
Medical Students	Very structured
Family Medicine Residents	Structured teaching Organic process
Family Medicine Faculty	Very organic



# Mentoring Strategies

## Residents' research

- Deliver regular instruction, 1 hour per month
- Provide choices of projects
  - Self initiated
  - Other initiated
  - Ongoing QI efforts (with protected time)
- Allow projects to progress organically
  - Support each stage (coaching & research minutes)

# Mentoring Strategies

## Residents' research

- Be a navigator
  - IRB; Conference, journal & grant submissions
- Keep statistics simple
  - 2 variable stats: correlations, t-tests,  $X^2$
- Proofread their work
- Hold them accountable
  - Residents log their scholarly activities
  - Conference deadlines provide a timeline

# Mentoring Strategies

## Residents' research

- Provide carrots
  - Our residents LOVE conferences!
  - Circulate opportunities to share their work
- Introduce them to other researchers
- Celebrate achievements!
  - Research Day
  - Faculty show pride in their work

# Resources for Mentoring

- Research-savvy faculty
  - Interested in promoting others
  - Protected time for mentoring/coaching
- Statistician
- Office staff who know the ropes
- Protected time for protégé
- Research assistance for protégé



# Don Nease, MD

University of Colorado

# Colorado Research Mentorship

- Focused on two primary groups:
  - Junior Faculty – Asst. Professor or below
    - very individualized needs focused approach
  - Research Fellows – completing a one-year post-residency year (non-GME) fellowship
    - common basic structure with individual tailoring

# Common aspects

- Provide help in finding a primary mentor
  - Junior faculty – often area of interest related, e.g. PBRN, D&I, Community engaged research
  - Fellows – typically myself or Associate Vice Chair with augmentation from a secondary mentor in area of interest
  - Encourage monthly, dedicated meetings
- Establish the individual's needs
  - Grant writing, Biostats, Mixed methods, etc.
- On-going support via check in's from Vice-Chair 3-4 times a year if not a primary mentor

# Unique to fellows

- Mapping out a curriculum for the year
  - CO-Mentor program
  - Coursework in areas of need
  - Concept paper development
  - Conferences
  - Manuscripts
- Join at least two active projects
- Monthly meetings and progress reviews with primary mentor.
- Regular meetings with secondary mentor(s)



# Elements of success

- Spending enough time to forge a relationship
- Mutual investment and commitment
- Socialization as a researcher

# Resources needed

- Active investigators
  - must understand the game and ideally have active projects that mentees can be a part of
- Motivation
  - must be invested in developing new talent
- Time
  - not necessary dedicated, but the ability to squeeze this in around the margins
- Campus connections
  - relationships across campus that can be leveraged



# NRMN

National Research Mentoring Network

**Kola Okuyemi, MD, MPH**

**PI and Director, Professional Development Core**

**University Utah School of Medicine**

**Department of Family and Preventive Medicine**



**DIVERSITY  
PROGRAM  
CONSORTIUM**  
Supported by the National  
Institutes of Health

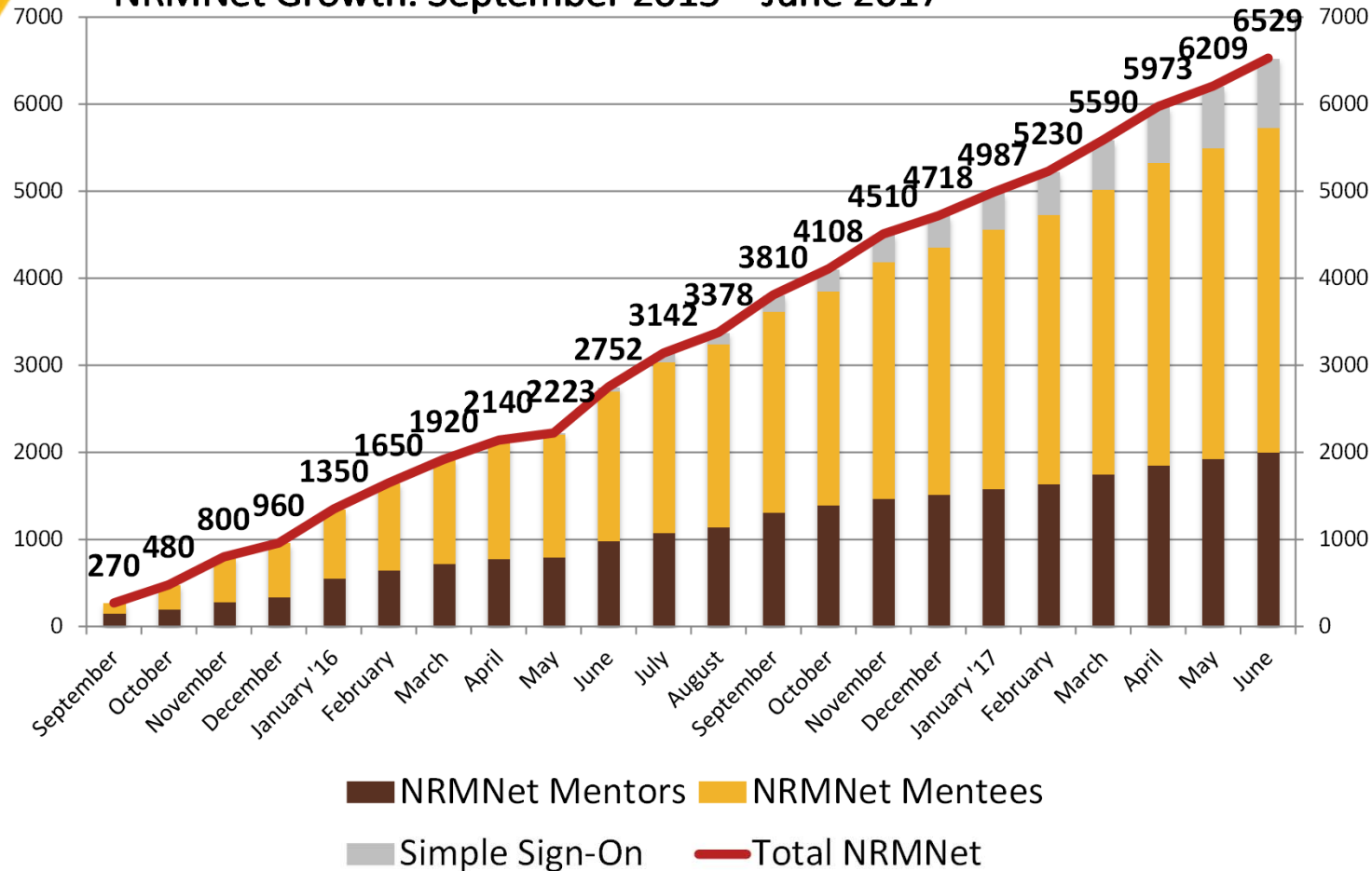
*NRMN is Supported by NIH grant U54 GM119023 (9/2014 – 6/2019),  
administered by NIGMS.*

# National Research Mentoring Network

Provides **biomedical research trainees** with evidence based **mentorship** and **professional development** programming that emphasizes the benefits of **diversity, inclusivity** and **culture** within **mentoring relationships**.

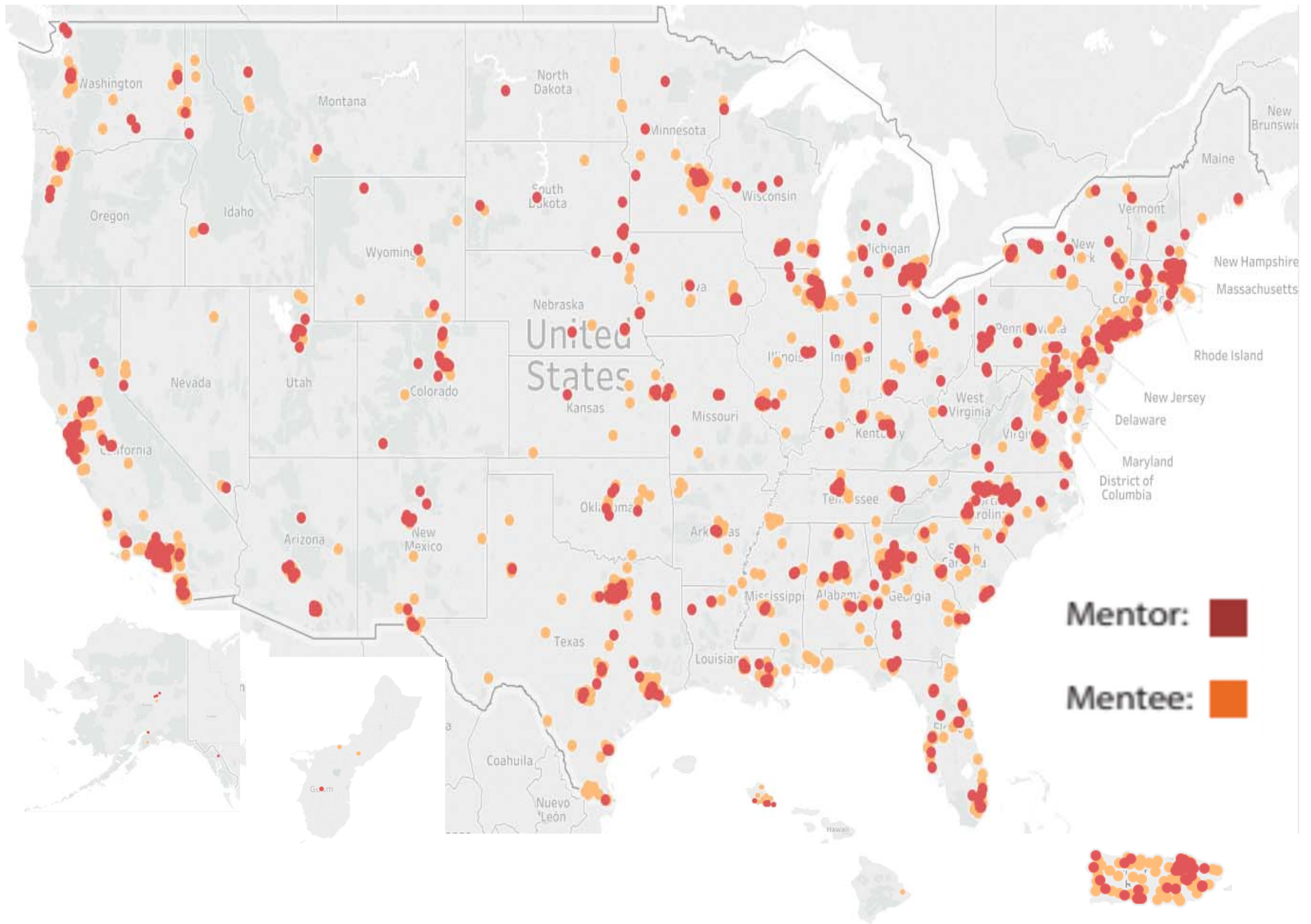


## NRMNet Growth: September 2015 – June 2017



**Data through 6/30/2017 NOTE: WE NOW HAVE 7,000 NRMNET MEMBERS**

\*Simple Sign-On\* accounts registered on NRMNet using LinkedIn/Facebook/G+ credentials without specifying Mentor or Mentee



***NRMN is active in all 50 states, including Puerto Rico and Guam***

## Pillars of the NRMN-Integrated Logic Model



- Increase awareness of the value of career mentoring across the nation through **PROMOTING**



- Increase access to mentoring across all career stages through **MATCHING & LINKING**



- Improve mentoring relationships and outcomes through **TRAINING** for research mentors, grant writing coaches, career coaches & mentees



- Increase access to research resources & career development opportunities through **REFERRING**





# Attributes for Effective Mentoring

## Research Development

- Teaching disciplinary knowledge
- Providing technical training
- Accurately assessing understanding of disciplinary knowledge and skills
- Promoting ethical behaviors and responsible conduct of research

## Interpersonal

- Active listening
- Aligning expectations
- Building trusting relationships
- Active coaching

## Psychosocial

- Providing motivation
- Developing mentee career self-efficacy
- Developing mentee research self-efficacy
- Developing science identity
- Developing a sense of belonging

## Diversity/Cultural

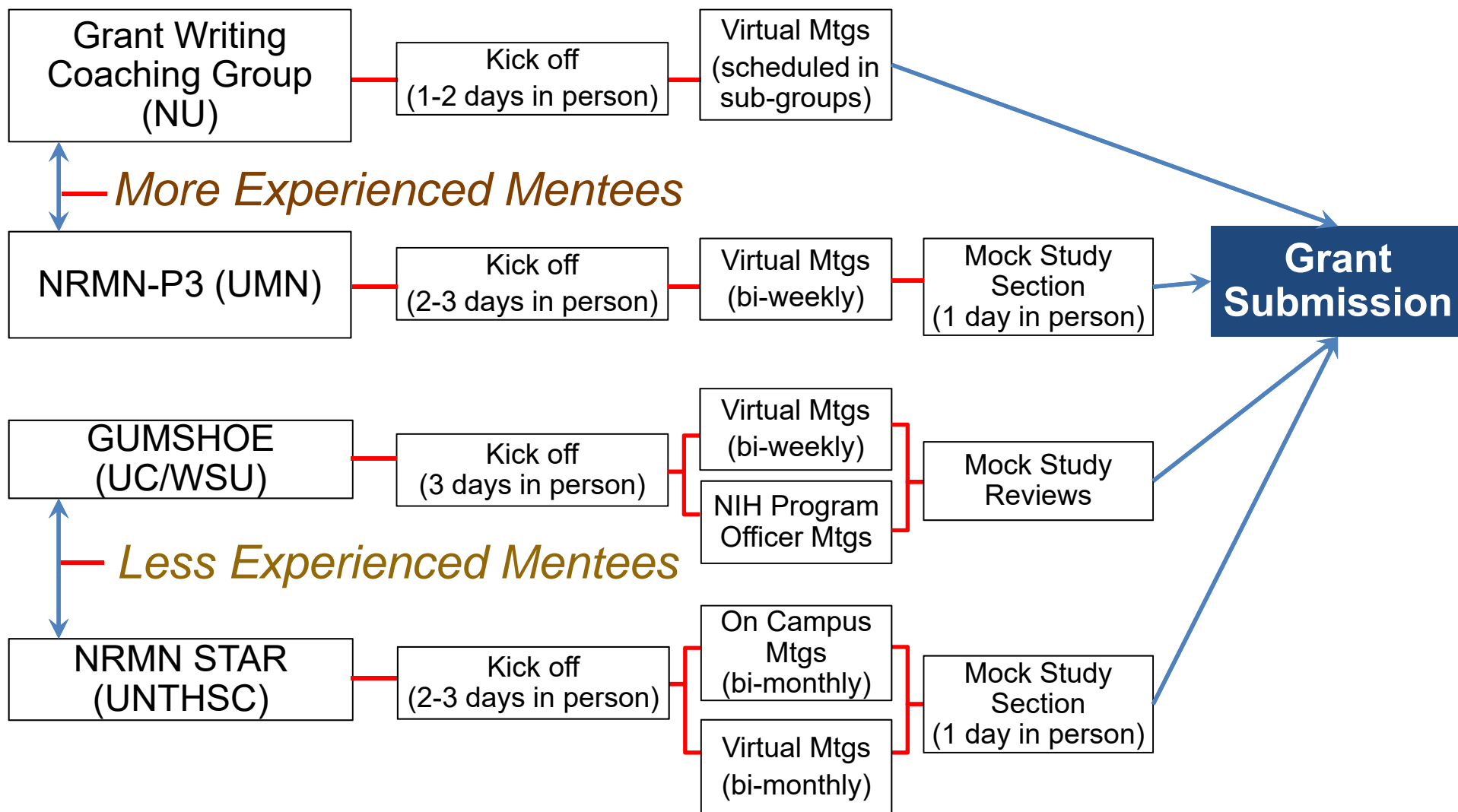
- Cultural self-knowledge
- Advancing equity and inclusion
- Being culturally responsive
- Reducing impact of bias
- Reducing stereotype threat

## Sponsorship

- Fostering independence
- Promoting professional development
- Expanding mentee networks
- Actively advocating
- Fostering work-life integration



# Grantsmanship Coaching Groups: 4 Models



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[nrmnet.net](http://nrmnet.net)





# Faculty Mentorship for research

Hazel Tapp, Director of Research,  
Department of Family Medicine,  
Carolinas Healthcare System

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- PhD / MD relationship
  - PhD as advisor- multiple mentors?
  - Some will be good candidates for Grant Generating Project
  - Help faculty with networking with potential mentors both internal and external, general or project specific

# Example

A young faculty member recently joined the department who is very keen to do research but doesn't have much available time or previous research experience.

- Help develop confidence
- Talk through ideas
- Decide on primary interest
- Suggest she make connections with national thought leaders on this topic of interest
- She was able to successfully connect with national leader and now plans on being a dissemination site for recently funded national research project on her topic of interest.
- Now has excellent working relationship with mentor.

# Contact BRC

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