BRC
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.

Professor Emeritus
University of Texas Health Science Center at San Antonio
## Mentorship Model

<table>
<thead>
<tr>
<th>Type of Protégé</th>
<th>Approach</th>
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<tbody>
<tr>
<td>Medical Students</td>
<td>Very structured</td>
</tr>
<tr>
<td>Family Medicine Residents</td>
<td>Structured teaching Organic process</td>
</tr>
<tr>
<td>Family Medicine Faculty</td>
<td>Very organic</td>
</tr>
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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

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

**More Experienced Mentees**

- **Grant Writing Coaching Group (NU)**
  - Kick off (1-2 days in person)
  - Virtual Mtgs (scheduled in sub-groups)
  - NRMN-P3 (UMN)
    - Kick off (2-3 days in person)
    - Virtual Mtgs (bi-weekly)
    - Mock Study Section (1 day in person)

**Less Experienced Mentees**

- **GUMSHOE (UC/WSU)**
  - Kick off (3 days in person)
  - Virtual Mtgs (bi-weekly)
  - NIH Program Officer Mtgs
  - Mock Study Reviews

- **NRMN STAR (UNTHSC)**
  - Kick off (2-3 days in person)
  - On Campus Mtgs (bi-monthly)
  - Mock Study Section (1 day in person)
  - Virtual Mtgs (bi-monthly)
FOR THE LATEST UPDATES

CONNECT WITH NRMN

nrmnet.net
Faculty Mentorship for research

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