



Tailored Mentoring

The Daniel Deykin Outstanding Mentor Award Lecture

Mark E. Kunik, MD, MPH

VA South Central MIRECC

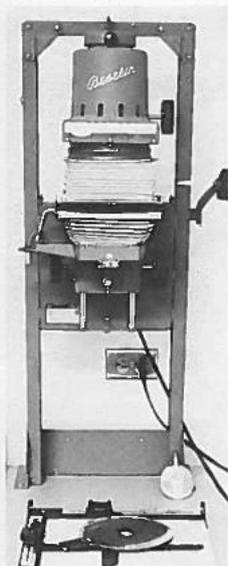
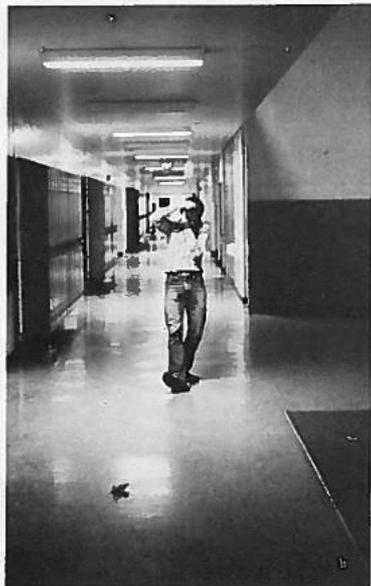
Center for Innovations in Quality, Effectiveness & Safety

Baylor College of Medicine

Honor Thy Mentors



The Cameramen:



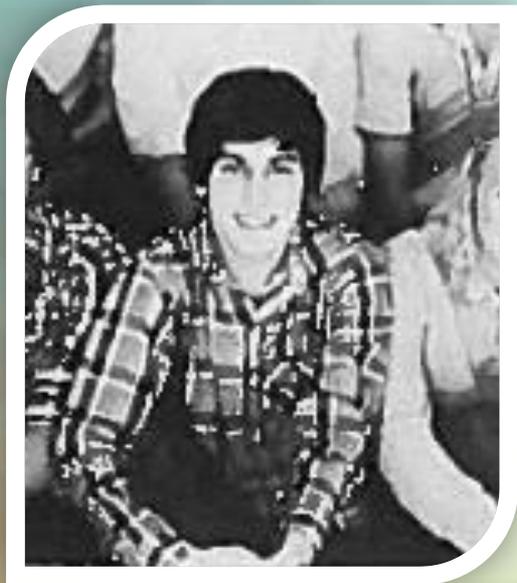
Our Photographers

Photographers. No yearbook could exist without them. As you page through this book admiring their finished products, try and recall visions of these thankless heroes. Most remember the public photographer. Camera dangling, constantly focusing, creeping stealthily around basketball courts and pep fests; entertaining the crowds as they jockey for position in hope of snapping that once-in-a-lifetime picture. But there is another side of our photography department which the public rarely sees. This is a world far removed from the action or the cheering crowds, and it is here that the photographer proves his dedication. Many long, painstaking hours are spent in close contact with reels, enlargers, and stop baths before any rewards are realized from all their creative effort. Even then the finished photograph is subject to careful scrutiny by Mr. Borgerding, before being offered for publishing in the Yearbook or Viewer.

Although there are no letters to be won, or photography banquets to be held, it all seems worth it when your work is enshrined in these 148 pages. And now you have a copy of your own, courtesy of the Photography Department.



a. Photography doesn't dampen Paris' spirits. b. "Stop or I'll shoot!" c. Enlarger than life. d. "... and here we are at Yellowstone." e. The 1979 Photography Staff: Stan Smith, David Orbuch, Mark Kanik, Linda Koutsky, Mark Lillehaugen. Top Row: Mr. Borgerding, Bill Halverstadt, Jim Kelley, David Swenson, Bo Lysyj, Paris Kaye. Missing: Jim Pingatore.



So Many to Thank

- Menninger Department of Psychiatry, BCM
- Carol Ashton and Nelda Wray and Greer Sullivan

Evolution from Clinician-Educator

- 1992 - Started as clinician educator
- Early mentoring was limited to medical students, residents, and PA students
- 4H model Inpatient database
- 1998-CDA and SCMIRECC
- CDA applicants/awardees and junior faculty

*Qualities of a Good
Mentor*

NEW YORK TIMES BESTSELLING AUTHOR

with ADA
CALHOUN

TIM GUNN:
the **NATTY**
PROFESSOR

A MASTER CLASS ON MENTORING,
MOTIVATING, AND MAKING IT WORK!

T.E.A.C.H. Philosophy

- Truth Telling
- Empathy
- Asking
- Cheerleading
- Hoping for the Best

From the Not so Natty Professor

- All about the mentee
- Honesty
- Empathy
- Encouraging
- Providing the right amount of guidance
- Letting go
- Commitment
- Passion
- Transparency
- Celebrate success

The Mentoring Environment

- Recognition of importance and time needed
 - Centers of Excellence
 - The clinical setting
 - Awards
- Pipeline of Mentees

The Secret to Mentoring Excellence

- Pick the right mentees
 - Writing skills
 - Training record
 - Proven success
 - Motivation
- Say no to those that are not a good fit

Structure

- Weekly 30-minute meetings
 - Walking meetings
 - Time between meetings
- Setting specific, timely goals
- Offer resources
 - Example articles and grants
 - RA support
 - Medical writer support
 - Statistical support
 - Networking and secondary mentors

Tailoring for Short-term Mentoring

Medical Students, PA Students, Residents, Psychology Interns

- Set goal and project that matches goal and time-frame
- Usually looking for research experience and product

The Four-Week Manuscript

- Database
 - Week One: Discuss authorship, frame research question, pick out variables, review literature
 - Week Two: Data analysis, write introduction and methods
 - Week Three: Write results and outline discussion
 - Week Four: Draft paper

The Four-Week Manuscript

- Systematic review
 - Week One: Discuss authorship, frame research question, develop search strategy and complete initial search
 - Week Two: Develop abstraction tool and study quality metric and determine included articles
 - Week Three: Abstract included articles, evaluate quality of studies, and outline paper
 - Week Four: Draft paper

Medical Students, PA Students, Residents, Psychology Interns

- Identify journals
 - Impact vs. Practical
- Medical writer
- Recognize student – student affairs, student research symposium, student research awards/competitions
- Celebrate success

Tailoring for Post-Docs

The Stakes and Challenges Increase

- Goal to establish foundation for research career
 - Need to balance your expertise with their interest and setting them on path of independence. Their research needs to be distinct from your research.
- Specific goals and timelines
 - Important decisions by end of year one
 - Will they stay?
- Mentoring team
 - Include someone outside your institution
 - Quarterly team mentoring meetings
 - Specify roles for mentors
- Challenge of MD fellows

Tailoring for Junior Faculty

- Goal to establish research foundation, research agenda, and obtain first grant
- Still need weekly meetings
- Looking more at alternatives to CDA
- Specific goals and timelines 5/5/5
- Higher impact work
- Promotion issues
- Post CDA planning
- Letting go

Experiments in Mentoring

- 30-minute mentoring meeting
- Group mentoring
- Improving mentoring outside the research center setting
 - 5% solution
 - TRIPS program

5% Solution

1 point = approximately 2 hours a week for a year

- **1+ point**
 - Grant application (VA Merit or NIH)
 - Local PI for cooperative study of NIH/VA multi-center clinical trial
 - Author book
 - PI for pilot VA (LIP or MIRECC)
 - Edit book
 - Editor of Journal
- **1 point**
 - Paper/Book Chapter
 - Write protocol and obtain IRB approval
 - Apply for MIRECC pilot funds
 - Baylor IRB, VA R&D committee assignment
- **½ point**
 - Maintenance of a clinical trial
 - Co-author paper/book chapter
 - Co-investigator of a clinical trial
 - Mentor fellow, resident, or student in research
 - Research presentation as poster/paper/Grand rounds/HVAMC presentation
 - Editorial board of Journal
 - NIH or National VA Grant review committee

Growing Our Own: A Regional Approach to Encourage Psychiatric Residents to Enter Research

Mark E. Kunik, M.D., M.P.H., Sonora Hudson, M.A., Brenda Schubert
Henry Nasrallah, M.D., JoAnn E. Kirchner, M.D.
Greer Sullivan, M.D., M.S.P.H.

Objective: This article describes a regional program developed by the Department of Veterans Affairs South Central Mental Illness Research, Education and Clinical Center for training psychiatry residents in research and attracting them to academic careers.

Methods: The authors describe a low-cost, innovative program developed to increase the number of psychiatry residents entering postresidency research training fellowships by providing them with mentorship and exposure to seasoned researchers, didactic coursework, and a stipend to cover academic expenses.

Results: Over the first 4 years, the program has generated enthusiastic participation among postgraduate year 3 (PGY-3) residents, with a high percentage of underrepresented ethnic minorities and women. Products include publication of four first-authored and two coauthored manuscripts, one first-authored abstract, submission of six additional papers, 28 aca-

demically presentations and development of research projects. Half of graduating awardees have gone on to pursue research careers.

Conclusion: Our regional approach provides sufficient academic expertise to make residency training feasible in a cost-effective manner.

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Academic centers that produce the greatest volume of research and researchers tend to be at large academic institutions with long-standing research programs (1). Since key skills (writing effective research proposals, becoming proficient in research design methods and statistics, conducting research, and disseminating research findings) required for a successful clinician researcher are most often learned through apprenticeship, building research programs in geographic areas without a substantial research base and with a limited pool of senior mentors is a challenge.

This challenge is particularly intense in specialties already experiencing fluctuations in recruitment, such as psychiatry. Trends in the 90s showed declining numbers of U.S. psychiatric residents and downsizing of training programs (2), in addition to negative attitudes of new medical students toward psychiatry (3). Recent figures show approximately a 4% interest level in U.S. senior medical school students in entering general psychiatry residency programs (4). The insufficient numbers of residents entering the research training path (5) and the small percentage of psychiatrists who consider research their dominant activity (estimated from surveys in 1999 and 2000 to be fewer than 2% of all U.S. psychiatrists) (6) are cause for concern for the future growth of academic psychiatry.

Reports from psychiatry (7) and other specialties (8-10) have linked intensive research experience during residency

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Training Residents In Psychiatry Scholarship (TRIPS)

Mentoring and teaching are great gifts

- Thanks to all who have supported me
- Thanks to all of the mentees who have placed their confidence in me



Baylor
College of
Medicine®



Thank you
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