**ROLE: Mentoring and Advising**

| Name: Gregory W. Hendey | Department: Emergency Medicine |

1. **Name your mentoring and/or advising role(s) or activity(ies):**
   
   The majority of my mentoring falls into two categories: 1) research mentoring, and 2) career mentoring.

2. **Your role(s): Describe your role(s) and specifically what you contribute.**
   
   1) Research Mentoring: As our departmental research director, I am fortunate to have the opportunity to influence nearly every research project conducted by students, residents, and faculty in our department. The most important mentoring in this area occurs during the early phases of study conception and design, but may also include discussions about data interpretation and scientific writing.
   
   2) Career Mentoring: I also greatly enjoy mentoring students, residents, and junior faculty in career decisions. These discussions are highly varied since the level of the mentee is so variable, and the options are so many. This area of mentoring is distinctly different than research mentoring which is more technical, and some options are more “correct” than others. In career mentoring the goal is more to act as a sounding board to help lead the individual to the path that best suites their skills and personality. I cannot give them a “correct” answer, but only help them arrive at their own best solution through discussion.

3. **Mentees and amount of contact: Describe types, levels and numbers of mentees; amount of contact you have with them.**
   
   1) Research: I mentor approximately 5-6 residents, students, and junior faculty per year on research issues. The amount of mentoring for each person is largely dependant upon the needs of the individual. For some, mentoring may consist of a single review or advice on an IRB proposal. For others, it takes the form of multiple meetings and discussions over the course of several years. I estimate 100 hours per year in this area.
   
   2) Career: I mentor 8-10 residents, students, and faculty per year. I estimate 50 hours per year of mentoring in this area.

4. **Builds on best practice/evidence: Describe your preparation including the use of best practice and evidence where available, your professional development, and/or congruence with national, curriculum, and/or program goals.**
   
   1) For research, I rely on a network of highly skilled and experienced researchers from within and outside my own specialty and institution. I am an editor of a major journal (Annals of Emergency Medicine), a member of several multicenter research networks and listserves, and I regularly attend national research meetings to stay current with best evidence and research practices.
   
   2) For career advising, I remain in contact with directors of recruiting for both private practice and academic positions in order to give the best, most current advice I am able. I also attend events at national meetings on recruiting and career development.

5. **Goals and learning objectives: List goals and learning objectives of program and/or individual mentees. If these are extensive, provide just a few illustrative examples.**
   
   1) Research:
   
   a) To perform a high quality research study.
   
   b) To understand research principles of design, sample size calculation, and preparing an IRB proposal.
   
   c) To present an abstract at a State or National meeting.
   
   d) To prepare a manuscript to submit for publication.
   
   2) Career:
   
   a) To consider the most important aspects in choosing the correct job.
   
   b) To prepare an outstanding Curriculum Vitae.
   
   c) To best prepare for career advancement in a specific direction.

6. **Methods: Describe the methods used for instruction, how these align with objectives, and rationale for choices.**
   
   1) Research: mentoring in this area consists of small group meetings, with residents, students,
faculty, and research assistants involved in a particular study. The objective of each meeting is to achieve the next sequential goal (study design, consent, IRB proposal, data analysis, etc).

2) Career: mentoring in this area consists mostly of individual meetings, to refine a CV, or compare different job opportunities, or to discuss faculty development opportunities.

### 7. Results and impact

Describe evidence of mentee ratings for mentoring, learning outcomes, career trajectories, impact on educational programs, and/or mentoring awards.

1) Research: a number of mentees have successfully presented abstracts and published papers (see below). Two resident research mentees have gone on to successful academic careers at other institutions.

2) Career: many resident mentees have pursued and obtained jobs of their choosing in both private practice and academic medicine.

### 8. Dissemination

Describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or mentoring awards nationally.

1) Papers published with mentees over the past several years (*residents and students*)

2) Career: many resident mentees have pursued and obtained jobs of their choosing in both private practice and academic medicine.

### 9. Reflective critique

Describe your reflections, what went well and plans for improvement.

Although I greatly enjoy the individuality of mentoring sessions, I would like to improve the “didactic” aspect of research mentoring and be able to offer more specific, referenced advice for specific questions. I would like to update some of the materials that I use to address some specific topics such as sample size calculation.