# Department of Psychiatry Mentoring Program

# Faculty Mentoring Goal Plan

## Key Components, Goals and Timelines

**Procedures:**

* Complete the form with 2-year goals for both Research and Clinician/Educator

Track

* Meet with primary mentor to review realistic expectations (secondary

mentor as appropriate)

* Primary mentor and mentee sign
* Meet with Division Director to also review and sign
* Send to Department of Psychiatry Mentoring Program (DPMP) Committee

Chair (or assigned administrative lead) with CV and in advance of the DPMP Committee review

* Be prepared to discuss progress with DPMP Committee annually
* Update annually/biannually with mentor(s)

Please note that this Goal Plan is comprehensive and spanning all activities within the Department of Psychiatry. Some goals and activities may not be relevant to each person but serves as a tool for each person to be as comprehensive as possible.

|  |
| --- |
| **Goal Plan [insert dates for year]****Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Today’s Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Your current academic title and rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­****Your Current Path for Promotion (Circle One): Non-Tenure Track Tenure Track****Your Anticipated Path for Promotion (Circle One): Non-Tenure Track Tenure Track** **Your Track: (Circle One): Research Clinician/Educator****Your Primary Mentor(s) (Name, Title and Department/Division):****Your Division Director:****Tenure-Track Candidates****Your Secondary Mentor(s) (Name, Title and Department/Division):**  |

**Time Allocation as Estimated by Mentee during Work Hours:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Current** | **Year 1** | **Year 2** |
| % Teaching/Training/Providing  Mentoring |  |  |  |
| % Research/Scholarly activity |  |  |  |
| % Patient Care/Consulting |  |  |  |
| % Administration |  |  |  |
| % Service/Committee Work |  |  |  |
| % Other, list |  |  |  |

**Current Concerns or Goal Changes for Time Allocation:**

|  |
| --- |
|   |

**Personal Development/Training**

#### Classes, workshops (e.g. Office of Research Career Development programs):

|  |  |
| --- | --- |
|  **Year 1** | **Year 2** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Professional Research/Academic Interests**

#### Creating your own “niche”: What are your long-term academic or scientific goals and what will your niche be?

|  |
| --- |
|  |

#### Papers/Presentations/Other Contributions to Knowledge

This list is not comprehensive; consider many aspects of knowledge advancement.For more examples on scholarly activities please refer to the onboarding materials.

|  |  |  |
| --- | --- | --- |
|  | **Year 1** | **Year 2** |
| First-author reviews and book chapters |  |  |
| First-author peer-reviewed original papers/reviews/case reports |  |  |
| Co-authored peer-reviewed chapters |  |  |
| Co-authored peer-reviewed original papers/reviews/case reports |  |  |
| Abstract/poster/paper presentations |  |  |
| Internal Seminars including staff training |  |  |
| External Seminars/Grand Rounds |  |  |
| Presentation/symposia at conferences/meetings |  |  |
| Program Development/Liaison and strategies for decisions that impact outcomes |  |  |
| Quality, safety and performance improvement activities that may lead to program changes |  |  |
| Technology or entrepreneurial endeavors |  |  |
| Development of study materials, competencies, guidelines, etc |  |  |
| Others |  |  |

##### Conferences/Workshops/Training Pertinent to your Career Development

|  |  |
| --- | --- |
|  **Year 1** | **Year 2** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Collaborations**

Goals for exploring or initiating collaborations:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Institution/****Department** | **Collaborator** | **Topic** | **Target Date** | **New or Ongoing Work** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Teaching Goals/ Curriculum Development

Include formal classes, lectures, advising and training students, residents, fellows, postdocs and clinical trainees

|  |  |
| --- | --- |
|  **Year 1** | **Year 2** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

### Service Goals

Include reviews on papers and grants, Departmental, SOM, UMMC and external committees, etc.

|  |  |
| --- | --- |
|  **Year 1** | **Year 2** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

### Research/Contract Application Goals (If Applicable and includes collaborations)

Pilot/Unfunded Project/Application Goals

|  |  |
| --- | --- |
|  **Year 1** | **Year 2** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Grant and Contract Application Goals

|  |  |
| --- | --- |
|  **Year 1** | **Year 2** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Research Track Also Include Thoughts for Years 3-4 (pilot and all funding)

|  |  |
| --- | --- |
|  **Year 3** | **Year 4** |
|  |  |
|  |  |
|  |  |
|   |  |
|  |  |
|  |  |

**Time Management and Self-Care**

Include ideas and plans to maintain wellness and self-care and prevent burnout

|  |
| --- |
|  |

#### Feeling Valued and Respected in Your Different Roles

Summarize here how you know your work and efforts are valued and plans for discussing this with your mentors and Division Director so that it is not overlooked.

|  |
| --- |
|  |

###### **Other Goals for Balancing and Building A Portfolio**

Other considerations for optimal time management and goal setting

|  |  |
| --- | --- |
|  | **Activity(ies)** |
| Activities and responsibilities now you would like to transition away from |  |
| Activities and responsibilities now you would like to maintain |   |
| Activities and responsibilities, you would like to work towards |  |

**Skills Assessment**

**Assess your strengths, weaknesses and skills – Self-Evaluation**

Evaluate your skills and abilities in the following areas where:

 1 = Needs improvement 5 = Highly proficient

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Clinical Skills:**  |   |  |  |  |  |  |
|   | Talking with patients | 1  | 2  | 3  | 4  | 5  | NA |
|  | Effective clinical care | 1 | 2 | 3 | 4 | 5 | NA |
|   | Evidence-based guidelines | 1  | 2  | 3  | 4  | 5  | NA |
|   | Managing EPIC  | 1  | 2  | 3  | 4  | 5  | NA |
|   | Creativity/developing clinical research directions  | 1  | 2  | 3  | 4  | 5  | NA |
| **Communication Skills:** |  |  |  |  |  |  |
|  | Grant Writing  | 1  | 2  | 3  | 4  | 5  |  |
|  | Manuscript writing  | 1  | 2  | 3  | 4  | 5  |  |
|  | Oral presentation  | 1  | 2  | 3  | 4  | 5  |  |
|  | Collaborating with others | 1 | 2 | 3 | 4 | 5 |  |
|  | Communication with colleagues | 1 | 2 | 3 | 4 | 5 |  |
|  | Sharing information or accomplishments (press releases, social media) | 1 | 2 | 3 | 4 | 5 |  |
| **Leadership and Management Skills:** |  |  |  |  |  |  |
|  | Leading and motivating others | 1  | 2  | 3  | 4  | 5  |  |
|  | Managing projects and time | 1  | 2  | 3  | 4  | 5  |  |
|  | Organizational skills | 1  | 2  | 3  | 4  | 5  |  |
|  | Budgeting | 1  | 2  | 3  | 4  | 5  |  |
|  | Dealing with conflict | 1  | 2  | 3  | 4  | 5  |  |
| **Interpersonal Skills:**  |   |  |  |  |  |  |
|   | Getting along with others  | 1  | 2  | 3  | 4  | 5  |  |
|   | Dealing with feedback | 1  | 2  | 3  | 4  | 5  |  |
|   | Ability to confront and resolve conflicts | 1  | 2  | 3  | 4  | 5  |  |
|  | Negotiation skills | 1  | 2  | 3  | 4  | 5  |  |
|  | Advocating for self and others | 1 | 2 | 3 | 4 | 5 |  |
| **Teaching Skills:**  |   |  |  |  |  |  |
|   | One-on-One Teaching  | 1  | 2  | 3  | 4  | 5  |  |
|   | Small Group Teaching  | 1  | 2  | 3  | 4  | 5  |  |
|   | Large Group Presentation  | 1  | 2  | 3  | 4  | 5  |  |
|  | One-on-One Mentoring | 1 | 2 | 3 | 4 | 5 |  |
| **Cultural Responsiveness and Equity** |   |  |  |  |  |  |
|  | Culturally responsive and equitable clinical care | 1  | 2  | 3  | 4  | 5  | NA |
|  | Understanding bias and impact in research  | 1  | 2  | 3  | 4  | 5  | NA |
|  | Integrating impact of racism and discrimination into practice | 1  | 2  | 3  | 4  | 5  |  |
|  | Culturally responsive and equitable research practices | 1 | 2 | 3 | 4 | 5 | NA |
| **Self-Care and Wellness** | 1 | 2 | 3 | 4 | 5 |  |  |
|  | Work-life balance | 1 | 2 | 3 | 4 | 5 |  |
|  | Managing stress | 1 | 2 | 3 | 4 | 5 |  |
|  | Feeling of productivity | 1 | 2 | 3 | 4 | 5 |  |
|  | Feelings of efficiency | 1 | 2 | 3 | 4 | 5 |  |
|  | Career satisfaction | 1 | 2 | 3 | 4 | 5 |  |
|  | Feelings of purpose | 1 | 2 | 3 | 4 | 5 |  |
|  | Overall mental and physical health  | 1 | 2 | 3 | 4 | 5 |  |
|  | Avoiding burnout | 1 | 2 | 3 | 4 | 5 |  |

**Signatures:**

Mentee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_