Mentor Guidelines and Information
Graduate 6-Month Program-2023

Please CLICK HERE to review the Ferguson RISE Fellows’ Mentor video

The Center for Diversity in Public Health Leadership Training Programs at Kennedy Krieger Institute include for graduate scholars the Dr. James A. Ferguson Emerging Infectious Diseases RISE Fellowship and the Excellence in Mentoring UnderRepresented Groups (EMURG) Health Equity Leaders Fellowship and for undergraduates, the Maternal and Child Health Careers/Research Initiatives for Student Enhancement (MCHC/RISE-UP), and the Maternal Child Health-Leadership Education, Advocacy, Research Network (MCH-LEARN). The goal of these programs is to promote public health careers with special emphasis on scholars interested in working in the area of health equity and eliminating of health disparities.

Ferguson RISE Mentors complete a Mentor Agreement Questionnaire

CLICK HERE for Ferguson RISE

Mentor Agreements outline the proposed project that the fellow will be involved in and the desired skills and competencies the scholar should possess. Importantly,

To be a mentor it is essential that you have strong mentorship skills, cultural competency, and time.

It is important that you work closely with your scholar—communicating, teaching, and demonstrating activities to ensure their understanding of the core activities for the fellowship. Fellows are asked to complete an Individual Development Plan in cooperation with you to detail SMART (Specific, Measurable, Action-oriented, Realistic/Relevant, and Time-Bound) goals of the fellowship and deliverables.

The M3 (Multi-Modality Mentoring) model will be used for Ferguson RISE Fellows. Ferguson RISE Fellows are required to present the results of their fellowship experience to their mentors and peers. You will receive a SAVE THE DATE for the Ferguson Summer Symposium and the EMURG Spring Symposium. See Table 1 for tentative summer schedule for Ferguson RISE Fellows.

There are varied program activities that your scholar may experience. Video summary of past Ferguson RISE experiences may be viewed at the link below.

Ferguson RISE Public Health Learning Experiences
Ferguson RISE scholars work with research mentors on projects related to infectious diseases treatment, prevention, health disparities, mental health, developmental disabilities, and epidemiology. Fellows may also rotate through clinical experiences related to infectious diseases and public health and attend clinical rounds.

Ferguson RISE Fellows may receive training in the conduct of community-based participatory research. Fellows may also rotate through clinical experiences related to infectious diseases and public health and attend clinical rounds.

**Ferguson RISE-6 Month Schedule**

Summary: Ferguson RISE-6 Month Fellows will receive weekly one-on-one mentoring for the first two months (February and March). Ferguson RISE-6 Month Fellows will meet monthly virtually on the 2nd Wednesday at 7:30 AM. Ferguson RISE-6 Month Fellows will present their research during the Center for Diversity Orientation (May 29, 2023- June 1, 2023). Ferguson RISE-6 Month will participate in week two of the summer Orientation (June 5-June 9, 2023). Monthly meetings will continue on the 2nd Wednesday but will scheduled from 1:00 PM-2:00 PM in preparation of the Ferguson Research Symposium, August 2 and August 3, 2023.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Time</th>
<th>Topic Area</th>
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<tbody>
<tr>
<td><strong>Mini-Orientation</strong></td>
<td>Saturday 2/5/2023</td>
<td>9:00 AM – 12:00 PM EASTERN</td>
<td>Registration and Health Screening, Health Disparities, Social Determinants of Health, Research Design and Biostatistics, Program Overview</td>
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<td><strong>RAG Sessions</strong></td>
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<td>Professional Development Mission Statement Profile/Biosketch</td>
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<tr>
<td>February</td>
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<td>Research Question/Hypothesis/Study Procedures/Techniques</td>
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<tr>
<td>February</td>
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<td>Professional Development Mission Statement</td>
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<td>March</td>
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<td>Research Literature Review/Study Design/Data Collection</td>
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<td>March</td>
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<td>Professional Development PHaSS-IDP Completion</td>
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<td>April</td>
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<td>Research Literature Review/Data Collection</td>
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<td>April</td>
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<td>Data Collection Mid-Term Focus Group</td>
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<td>April</td>
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<td></td>
<td>Data Collection/Analysis/Tables/Figures Power Point Presentation</td>
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<tr>
<td>May</td>
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<td>Abstract and Power Point Finals Poster Draft</td>
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**Table 1. Ferguson RISE Fellowship 6 Month Schedule**
**EMURG Health Equity Leaders Fellows** will be placed at a Department of Health and Human Services Agency. The product of their fellowship may include research, policy development, reports, presentations at national or congressional meetings, and publications.

All Fellows participate in weekly research and public health seminars. 

**Kennedy Krieger Institute and Johns Hopkins Medical Institutions Orientation**

All scholars will have certification in JHMI Human Subjects Protection and HIPAA, signed Kennedy Krieger Code of Ethics and Confidentiality, and training on Fire Safety, Child Abuse identification and action plan, and Universal Precautions information. Each scholar has had PPD testing or CDC required tuberculosis evaluation. COVID-19 Vaccinations are required. Scholars are offered Hepatitis B immunization and dT booster. Scholars will also have access to Biostatistics consultation.

**Timesheets and Time Off**

All scholars have time sheets and vacation sheets that require approval and signature by their site mentors(s).

**Career Development**

1. Support completion of Public Health and Social Science-Individual Development Plan [PHaSS-IDP]
   a. Public Health and Social Sciences-Individual Development Plan (PHaSS-IDP) link
   b. Review scholar’s goals

**Mentor-Scholar Conversation Suggestions:**

- Share your story and hear the scholar’s story the first time you meet; set preliminary goals for their personal development while helping them focus on a self-assessment – Who they are? What are their assets? Their passion?
- Encourage scholar to complete the “Developing Your Professional Passion Worksheet” (Resource 1 found at the end of this document) and discuss answers.
- Assess scholar’s career goals, talk about their passion, and distill some objectives:
  a. Some that can be done during the summer
  b. Some that are long term
- Each week: Assess progress toward these goals and discuss barriers and facilitators.
- Informational Interview: Recommend that scholar identifies people who are doing the career activities that interest the scholar; encourage them to request an “informational interview” with one of these individuals. Request that scholar learn about the interviewee and prepare questions. The purpose of this is to assess if their work aligns with scholar’s expectations, and identify skills, experiences, and networking that would help them pursue this career path.
• Overall, continue to stress the benefit of having a mission oriented approach to work and career development as it will allow scholar to feel that their work is meaningful and fulfills a purpose.

2. Discuss scholars’ placement(s) and experiences – continuously incorporate and connect them to:
a. Scholar’s PHaSS-IDP
b. Public Health Leadership Core Competencies (see Table 2 below)
c. Public Health Services Wheel (see Figure 1 in the worksheet below)

Table 2. Recommended Public Health Competencies Focus

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<th>DOMAIN 1</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Define public health and related roles and responsibilities of government, non-government agencies, and private organizations</td>
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<td>1.4</td>
<td>List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations</td>
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<td>1.5</td>
<td>Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health</td>
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<td>1.10</td>
<td>Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices</td>
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<td>2.1</td>
<td>Describe how the methods of epidemiology and surveillance are used to safeguard the population’s health</td>
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<td>2.2</td>
<td>Identify scientific data, including tools of informatics, and other information for assessing the well-being of a community</td>
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<td>2.3</td>
<td>Discuss interconnectedness among physical, social, and environmental aspects of community health</td>
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<td>2.4</td>
<td>Communicate health information to a wide range of audiences through an array of media</td>
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<td>2.5</td>
<td>Conduct a literature search on a health issue using a variety of academic and public resources</td>
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<td>2.6</td>
<td>Engage in collaborative and interdisciplinary approaches and teamwork for improving population health</td>
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<td>2.8</td>
<td>Assess the source and quality of health information and data related to individual and community health</td>
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<td>2.9</td>
<td>Appreciate the multiple determinants of health</td>
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<tr>
<td>3.1</td>
<td>Identify stakeholders who influence health programs and interventions</td>
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<tr>
<td>3.2</td>
<td>Discuss the role of community engagement in promoting population health and social justice</td>
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<tr>
<td>3.4</td>
<td>Collaborate with others from diverse backgrounds in addressing health disparities and inequities</td>
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<td>3.10</td>
<td>Endorse lifestyle behaviors that promote individual and population health and well-being</td>
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<td>3.11</td>
<td>Value multicultural perspectives and sensitivities on health</td>
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Figure 1. The Public Health Wheel

https://www.cdc.gov/publichealthgateway/images/publichealthservices/10-essential-public-health-services

Mentor Self-Reflection
How are you doing? Self-reflection is an important practice to improve our performance and efficiency.

1. Review the Mentor’s Wheel: Culturally Congruent Foundation for Mentoring (see Summary and Figure 2 below) and self-reflect on how actively each area appears
   a. in your mentorship approach
   b. in understanding of your scholar
2. What is the quality of your rapport with your scholar?
3. What resources or approaches might help strength your mentorship and scholar rapport?
4. These are stressful times! As you reflect on your mentorship, what influences are affecting your reactions, availability, and approach to working with scholar?
We are grateful for your contribution to our scholars’ learning and growth this summer! We hope that these guidelines clearly describe how to conduct these professional mentorship meetings. If you have any questions or concerns, we encourage you to reach out to us. If there are specific resources that would aid your mentorship activities, please let us know. We will do our best to support you! You can reach us at centerfordiversity@kennedykrieger.org

**Evaluations**

Mentors will receive links to complete midterm and final evaluations for participating scholars. Scholars will complete midterm and final evaluations related to their assigned sites as well.

Please call if you have questions or concerns.

We thank you in advance for your time and effort on behalf of the scholars. We hope your participation as a Mentor will be mutually beneficial to you and the scholar!

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**References**

Figure 2. Mentor's Wheel: Culturally Congruent Foundation for Mentoring

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