



EMRA
PEDIATRIC EM

EMRA/ACEP PEM Mentorship Guide

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Welcome to the EMRA and ACEP Pediatric Emergency Medicine Mentoring Program! Over the years we have matched several medical students, residents, fellows, and attendings interested in pediatric emergency medicine.

Our purpose is to provide meaningful mentor-mentee relationships designed to promote interest in pediatric emergency medicine, generate publications, navigate the residency and fellowship match process, while fostering professional relationships that guide career development.

You have been matched with your respective mentor/mentee based on common interests identified in our sign-up form. Whether you're a mentor or a mentee, this guide will provide suggestions on how to make the most of your mentoring relationship.

FOR MENTORS

Thank you so much for agreeing to be a mentor! Without you this program would not be possible. Your insight, experience, and leadership in the field of pediatric emergency medicine is a valuable asset to our mentees beginning their journey into PEM. While there are obvious benefits to being a mentee, there are also benefits to being a mentor. Studies have revealed numerous benefits to being a mentor including decreased burnout, increased personal and job satisfaction, increased sense of purpose, stronger perception of career success, and belonging to a network.¹

Mentoring Traits

It is likely that you yourself have had good mentors in your career. We ask you to reflect on the qualities that made them good mentors. According to a 2010 literature review published in the *Canadian Journal of Emergency Medicine* effective mentors were identified with the following characteristics:^{2,3}

- Active listener
- Ability to identify the mentee's strengths
- Assists in setting and reaching mentee's goals
- Shares both successes and failures with mentee
- Enthusiastic about their field
- Accessible
- Non-judgmental
- Honest

Mentoring Objectives

The EMRA and ACEP Pediatric Emergency Medicine Mentoring Program have outlined the following objectives for our mentors:

- Provide guidance on the various career pathways in pediatric emergency medicine, especially for mentees with home institutions that lack faculty specialists in pediatric emergency medicine
- Assist mentees with publications such as EM Resident, ACEP Now, etc.
- Guide mentees with finding meaningful research projects and avenues for presenting research at various conferences
- Support mentees throughout various application and interview processes (residency, fellowship, jobs)
- Encourage mentees to explore various interests within the field of pediatric emergency medicine
- Expose mentees to different opportunities for developing skills/interest in pediatric emergency medicine such as conferences, podcasts, books, etc.

Matching with a Mentee

Once you have been matched with a mentee, you will receive an email from our committee with your mentee's name and stage in training. The mentee will also receive an email from us and it will be the mentee's responsibility to contact you to set up an introductory meeting. If you do not hear from your mentee within a month of your assignment, please notify our committee so we can verify that the mentee is still interested in our program. The goal of this program is to minimize the burden on you as a mentor and to encourage mentees to be proactive in their own career development.



Initial Meeting

Once your mentee initiates contact, we encourage you to get to know your mentee leading up to and during your first meeting. We encourage you to ask for the mentee's CV and review it prior to meeting them for the first time. Familiarize yourself with their interests and stage in training. Reflect back on your own experience at a similar stage. This will help to frame the first meeting and identify the areas where you can best help your mentee.

When meeting with your mentee for the first time, we encourage you to meet in person if possible. Conferences such as CORD or ACEP are good opportunities to get a cup of coffee and get to know your mentee in an informal setting. Our committee realizes that in person meetings may not often be possible in which case we suggest FaceTime or Zoom over a standard phone call as this will make the meeting more personal. The purpose of the first meeting is to get to know each other. Ideally, the mentor and mentee will set up a second meeting during this time as well.

Second Meeting

For your second meeting, the purpose should be two-fold: setting goals and managing expectations. Ask your mentee what they are hoping to achieve with the mentoring relationship. Have them identify concrete goals you can help them achieve, keeping in mind these must be tailored to the mentee's stage in training.

Below we have listed some examples of goals based on training stage:

- **Medical students:** guidance with deciding between Pediatrics, Emergency Medicine, and/or Combined Residencies, assistance with preparing for the match process
- **Residents:** assistance with publications, identification of research interests, fellowship application guidance, and networking opportunities
- **Fellows:** identifying research interests, developing a niche within pediatric emergency medicine, navigating the job market

The majority of mentees will be residents in emergency medicine who are interested in pursuing a Pediatrics fellowship. As you know, this is a less traditional pathway towards a career in PEM. Mentees will want guidance with determining which programs traditionally accept EM applicants, how to successfully match into fellowship, how to prepare for a career in PEM, and the benefits of pursuing a PEM fellowship.

It may have been quite some time since you were in the position of your mentee. Neither you nor your mentee may be aware of the full range of opportunities that exist to prepare your mentee for a career in PEM. If you both find yourselves unsure where to start, refer your mentee to the EMRA Pediatric Committee website. There are many opportunities available for people at all stages of training including but not limited to publications in EM Resident, authoring weekly PEM pearls that are tweeted out by the committee, and participating at PEM committee events at national conferences.

Finally, it is important to manage expectations of the mentoring relationship to create a positive experience for all parties involved.³ Ensure the mentee has set an achievable timeline for short term and long-term goals. Clarify how you can help them in achieving these goals. Establish how often you would like to meet and the best way to contact each other. We recommend identifying a potential future date to check in at the conclusion of all meetings with the mentees to facilitate consistency. Keep in mind that depending on the stage in training, mentees may not require meetings that often. For example, mentees early on in residency may just want to meet a few times a year to discuss publications and other opportunities. Conversely, mentees in the process of applying to fellowship may want to meet every few weeks to review CVs and personal statements. Determine which frequency works best for both of you.

We hope this primer for being a mentor will be helpful as you embark on your new mentoring relationship. If you have any issues or concerns about a mentee, do not hesitate to contact us. If there are any questions or any further information you would like to add to the guide for future mentors, please notify the EMRA Pediatrics Committee.

FOR MENTEES

Welcome to the EMRA and ACEP PEM Mentoring Program! We hope this program will be useful to you as you start your PEM career. Finding a mentor on your own can be difficult so this program was created to help foster these relationships. We have worked very hard to identify PEM attendings who will be enthusiastic mentors to guide you at your respective stage in training. Having a mentor can provide many benefits including improved career preparation, increased career satisfaction, access to more opportunities like publications, and increased confidence.^{2,4}

It is possible that you have had mentoring relationships in the past. Reflect on what worked well with these prior relationships and what could be improved. In order to have a productive and beneficial mentoring relationship, one must develop the skills of a good mentee. Studies in medical education have identified the following as qualities of good mentees:^{3,5}

- Passion to succeed in chosen career path
- Commitment to the mentoring relationship
- Proactive in direction of the mentoring relationship
- Open to feedback
- Respectful of mentor's time
- Active listener

MATCHING WITH A MENTOR

Goals for Mentoring Relationship

Once you have been matched to a mentor, we encourage you to identify your goals for the mentoring relationship. You may or may not have already reflected on this prior to applying for a mentor. This will help clarify how you can best benefit from your new mentor and guide your future meetings. Oftentimes, goals can shift over the course of the mentoring relationship as you move through various stages in training. Our mentors are carefully selected to cater to these various stages. Some examples of goals people in our mentoring program have had in the past based on stage in training are:

- **Medical students choosing residencies:** Medical students interested in PEM must decide between applying for residencies in pediatrics, emergency medicine, or combined programs. Each of these unique paths has its own unique advantages and disadvantages. By discussing these paths with mentors and getting feedback on ways to discern which is the best fit for each person like away rotations, students in mentoring relationships can receive valuable guidance that will help to determine their ultimate path.
- **Residents applying to fellowship:** Residents applying for fellowship in PEM, especially those coming from emergency medicine, which is a less traditional path, benefit greatly from mentoring relationships. Mentors can provide information on programs, interview advice, and assistance with applications.
- **People interested in PEM at any stage in training:** Many people are interested in PEM but are unsure whether to pursue a fellowship. They may just want additional information on career paths or advice on how to improve pediatric knowledge and skills. Mentors can provide guidance and valuable information on different opportunities and the value of a fellowship.

Initial Meeting

Once you have identified your goals for the mentoring relationship and you have received your assigned mentor, you should schedule and prepare for your first meeting. Make sure to research your mentor and identify common areas of interest. This will help you come to the first meeting with questions to drive a meaningful conversation. Mentoring relationships work best when they are driven by the mentee.³ **It is your responsibility to reach out to the mentor to set up the meeting.**

When meeting with your mentor for the first time, we encourage you to meet in person if possible. Conferences such as CORD or ACEP are good opportunities to get a cup of coffee and get to know your mentor in an informal setting. Our committee realizes that in person meetings may not often be possible in which case we suggest FaceTime or Zoom over a standard phone call as this will make the meeting more personal. The purpose of the first meeting is to get to know each other. Ideally, you will set up a second meeting during this time as well.

Second Meeting

For your second meeting, the purpose should be two-fold: setting goals and managing expectations. Explain to your mentor what you are hoping to achieve with the mentoring relationship. Identify concrete goals you have and ask if they can help. You may even suggest ways they can be supportive as you strive to reach these goals.

Use this second meeting as a time to set expectations. Discuss the best ways to contact your mentor should you need them. Determine how often you would like to meet. The frequency of meetings may depend on your specific goals. For instance, someone who would like help with a fellowship application may need to meet more regularly than someone who is exploring career paths to PEM. Every situation is unique, and our committee recommends you find a meeting frequency that works for you. However, we do suggest you connect with your mentor at least once or twice a year to check in. Ideally, you and your mentor will discuss a tentative date for your next meeting at the end of every encounter.

As the mentee, it is your responsibility to reach out to the mentor to schedule meetings. Please be respectful and reach out with enough time in advance to ensure mentor availability. It may be helpful to send a reminder email as the date approaches. If you must cancel or reschedule, please be respectful of the mentor's time and alert them as soon as possible.

Mentoring by Training Stage

Below are some time points in various stages of training where meetings with mentors may be particularly helpful:

- **For medical students**
 - **Discerning specialty:** Students deciding between pediatrics, emergency medicine, or combined programs should meet with their mentors to discuss the pros and cons of each path. Mentors may be able to place students in contact with people who have taken each of these unique paths.
 - **Away rotations:** Prior to applying for and embarking on aways, mentors can provide information on how to stand out as well as how to seek out opportunities in the pediatric emergency department.
 - **Applying for residency:** Mentors can provide valuable insight into which programs have robust PEM departments and successfully match residents into PEM. They can also help with reviewing personal statements and interview prep.
- **For residents**
 - **Exploring an interest in PEM:** Residents may discover an interest in PEM during training and be unsure of how to pursue it. Mentors can give advice on whether fellowship is a good fit and ways to prepare for fellowship early on. Mentors can assist with various PEM opportunities including publications.
 - **Applying for fellowship:** Mentors can be very useful for residents actively applying to fellowship. Since the PEM community is relatively small, most mentors will have a sense of which programs take EM applicants, are 2 vs 3 year programs, and what programs are looking for. If the mentor cannot help directly, they likely are in contact with someone who can. Mentors are also able to help with editing personal statements and interview preparation.
- **For fellows**
 - **Exploring research interests:** Some fellowship programs have research requirements and it may be difficult for fellows to identify areas of interest or resources to begin a specific project. Mentors can provide additional support in this area and supplement the fellowship institution.
 - **Applying for job opportunities:** As fellows start to apply for jobs, mentors can become another resource for advice and likely have contacts at other institutions who can give insight to the workplace environment fellows are considering.

OPPORTUNITIES THROUGH EMRA

This mentoring program is one of the many opportunities for medical students, residents, and fellows interested in PEM through EMRA. Additional ways to get involved with PEM are by attending the EMRA PEM committee events at national conferences such as CORD or ACEP. We also have monthly meetings on zoom which are open to all EMRA PEM committee members. Additionally, we try to publish or submit one PEM focused article in every issue of EM Resident Magazine. We also post weekly PEM pearls on twitter and are always looking for new ideas and contributors. For these and other ways to get involved, please reach out to our committee via basecamp or the EMRA website. Our mentors are always excited to help you with these projects. We hope this guide on being a good mentee and ways to get the most out of our mentorship program was helpful. Feel free to reach out to us with any ways this process could be improved.

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