

Mentoring Women Graduate Students Seeking a Career in Substance Use Disorder Research

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Disclosure Information

Mentoring Women Graduate Students Seeking a Career in Substance Use Disorder Research

April 2, 2022; 1:30pm

Barbara “Basia” Andraka-Christou, JD, PhD

☀ No disclosures



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Disclosure Information (Required)

- ☀ Presenter 1: Barbara Andraka-Christou, JD, PhD
 - ☀ Presenter 1 Commercial Interests: No disclosures
- ☀ Presenter 2: Danielle Atkins, PhD, MPA
 - ☀ Presenter 2 Commercial Interests: No disclosures
- ☀ Presenter 3: Yara Asi, PhD
 - ☀ Presenter 3 Commercial Interests: No disclosures

Learning Objectives

Describe components of a model program used for mentoring women interested in a SUD research career, including approaches for evaluating the mentoring program.

Formulate questions and answers for planning a mentoring program.

Summarize the challenges and opportunities of developing and implementing a mentoring program, including resource needs.

Agenda

- ☀️ Why create a mentoring program? Why a GROUP mentoring program (MP)?
- ☀️ Steps for developing & implementing a group mentoring program, interspersed with examples from the UCF Pre-Academia Mentoring Program

Why create a mentoring program?

~~Problem~~
Solution

Basic terminology

Mentor

Mentee

Mentoring group

Mentoring group structures:

- Peer group
- One-to-many
- Many-to-one
- Many-to-many

UCF Group mentoring model

Core mentors (n=3)

Mentees (n=5; all women, 3 POC)

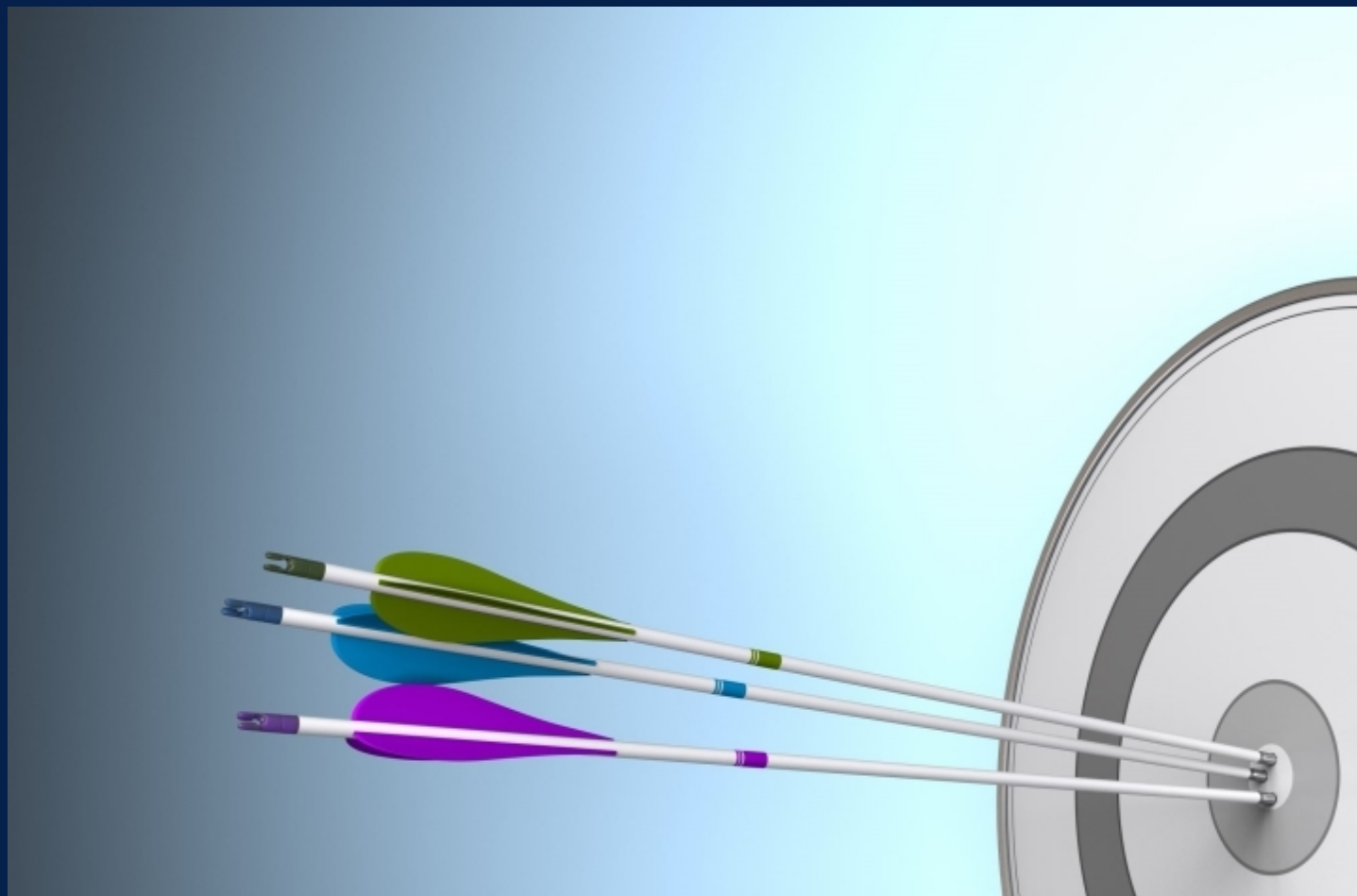
External mentors

Group mentoring program development

- 1) Preliminary questions: Why? For whom?
- 2) Identify program leaders
- 3) Conduct a needs assessment
- 4) Develop an MP roadmap
- 5) Gain management/institutional support & commitment
- 6) Develop/plan materials and activities
- 7) Develop recruitment strategy for mentees/mentors
- 8) Recruit & set expectations for mentees/mentors
- 9) Begin mentoring program activities
- 10) Evaluate (and modify as needed)



1) Why? For whom?



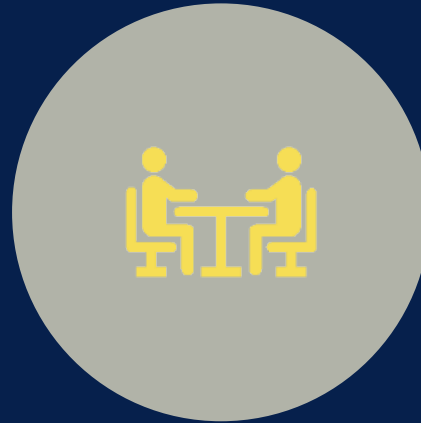
2) Identify the leaders



3) Needs assessment: UCF Example



INFORMAL SURVEY



INFORMAL ONE-ON-ONE CONVERSATIONS



FORUM WITH POTENTIAL MENTEES

4) Develop a roadmap

What are the goals?

Short-term goals (base on needs assessment)

Long-term goals

Which pedagogical techniques? (related to goals)

Which students? How many students?

Program duration?

UCF
example:
topics

Types of research positions and institutions

Setting a research agenda

Organizing your research

Collaboration and project management

Work-life balance

Writing an article for peer-review

Other types of results dissemination

Social networking

Grant applications

Overview of the academic job application process

Drafting the academic job materials



UCF example: pedagogical approaches



Readings
(LMS,
books)



Written
assignments
(LMS)



Small group
meetings (all
core mentors,
all mentees)



Guest speaker
panels (all core
mentors, all
mentees, guest
speakers/exter
nal mentors)



One-on-one
meetings (one
core mentor,
one mentee)

UCF example

Semester 1:

knowledge and research skills acquisition,
introduction into professional socialization

Semester 2:

development of documents, practicing the job
application process, furthering professional
socialization, filling research skills gaps

5) Gain management/institutional support



Adapted from US Office of Personnel Management 2008

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6) Develop/plan materials & activities



Inclusion criteria



Prioritizing
minoritized
populations



Revisit the needs
assessment!



Find/develop
readings and
written assignments



Frequency of
activities



Types of guest
speakers/external
mentors



Evaluation
approach

UCF example: schedule

- 1) Pre-survey, individualized milestone plan creation*
- 2) For each topic:
 - ☀ Week 1: reading assignment, written assignment
 - ☀ Week 2: internal group meeting
 - ☀ Week 3: guest speaker panel
 - ☀ One-on-one mentoring with core mentor*
 - ☀ One-on-one mentoring with external mentor*
- 3) Post-survey, interview

Mentees

- Mentee word of mouth
- Printed and virtual flyers
- Prioritizing minoritized populations
- Contacting other faculty
- Stipend, CV, swag
- “Official” letter of invitation

External Mentors

- Re-examine needs assessment results!
- Stipend

**7) Develop
recruitment
strategy for
mentees/mentors**

8) Set expectations

Mentees:

- Written agreement (expectations)
- Calendar
- Orientation (all core mentors and mentees)

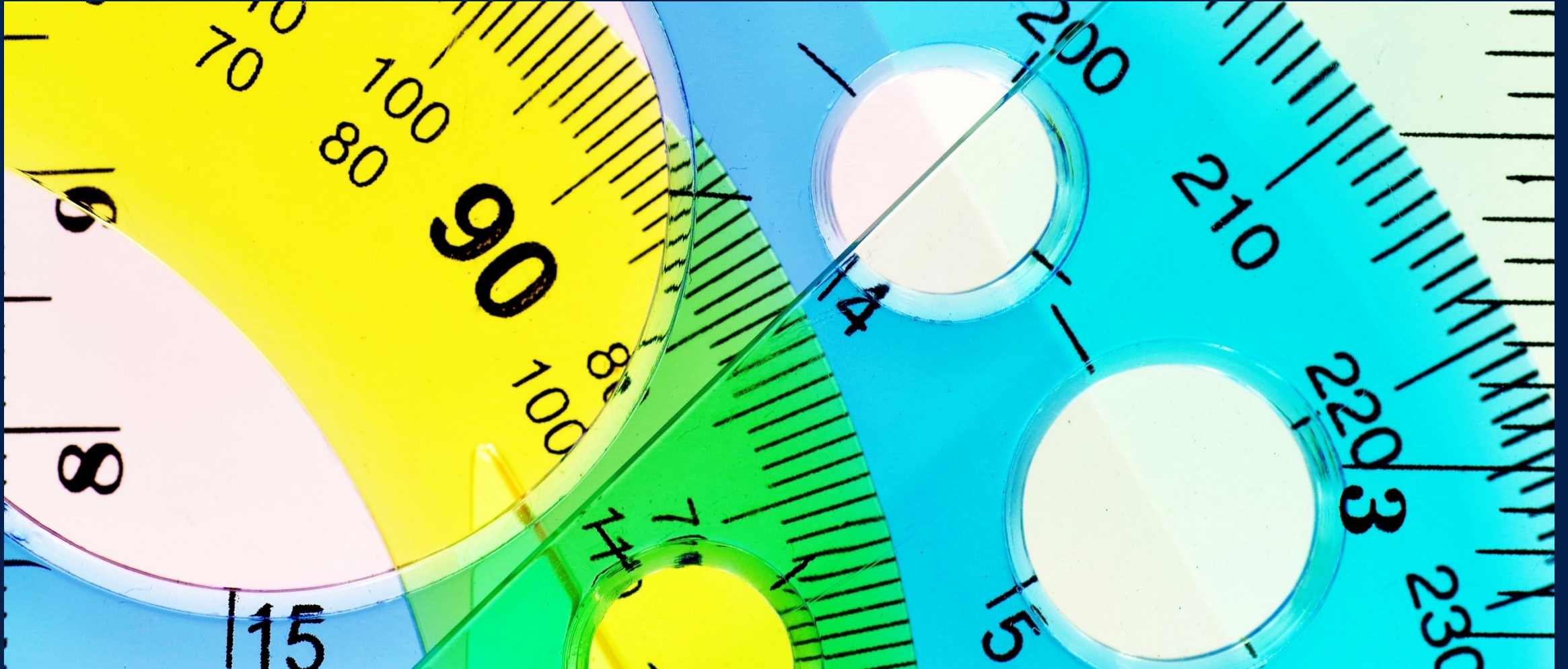
External mentors:

- One-on-one mentoring frequency*
- Best practices/expectations document

9) Implement



10) Evaluate & revise



Characteristics of good mentors

Small group discussion:

- Who were your mentor(s), if any?
- How did the relationship develop (formal mentoring program, informal)?
- What are the top three characteristics you associate with a good mentor?

NIDA's list of characteristics

UCF Evaluation Results

☀️ Outcomes:

- ☀️ Greater self-confidence in research skills & job application capability
- ☀️ Greater desire to seek full-time research career
- ☀️ Mentee-mentee collaborations & mentor-mentee relationships continue
- ☀️ Loved small group, women-only approach
- ☀️ Heterogenous interest in topics
- ☀️ Need additional one-on-one time with rotating core mentors
- ☀️ *“I’ve never had a teacher that looked like me, especially not in higher education, so this feels important. Our mentors in this fellowship often reminded us that our voices were important as females and minoritized groups, and while I’m not always confident in expressing my voice yet, I better understand the value it has now.”, Mentee 5*

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