

SPEED MENTORING 2.0

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Speed Mentoring

- ◆ MPPDA 2016 Las Vegas

“WHAT HAPPENS IN VEGAS, STAYS IN VEGAS”



Speed Mentoring

- **The importance of mentorship cannot be underestimated.**
- **As program directors, we focus our energy on mentoring our residents.**
- **MPPDA gives us a unique opportunity for mentoring our junior colleagues.**

NMPRA 2014



MPPDA Meeting ORLANDO 2015



Speed mentoring

Our goal for this session: To provide a formal networking process for MPPDA members to discuss clinical, leadership and scholarly activities



Speed mentoring

- Discuss innovative and scholarly projects
- Collaborate with our colleagues for future educational projects and research

MPPDA NASHVILLE 2014



Speed mentoring

The Basics

- Rookies < 7 years as PD or APD = (smiley faces)
- Experts > 7 years as PD or APD = (STARS)

**You may re-designate yourself as a rookie or an expert and we will help re-assign your group*

Speed mentoring

If you have a smiley face, please find a star !!!



- ◆ You will have 10 minutes to speak to your partner before time is up => then find another mentor/ mentee.
- ◆ **INTRODUCE YOURSELVES:** where are you from? How long have you been doing what your doing? Ask your rookie question of the day!
- ◆ We will have 4 different categories of topics to discuss. So you'll end up having 4 different discussions with different people.

Speed mentoring

It's time to ask your **ROOKIE QUESTION OF THE DAY...**

- ◆ Categories 1 = Recruitment
- ◆ Category 2 = Scholarly activity
- ◆ Category 3 = Curriculum Development
- ◆ Category 4 = Remediating residents

Category 1 = Recruitment

- ◆ How do you filter sort through your applications?
- ◆ What is more important to defining a successful recruitment: board scores or extracurriculars or intangibles (i.e. personality)?
- ◆ What do you finance for recruitment for the applicants? (hotel, food, etc...)

Category 2 = Scholarly activity

- ◆ Do you have a formal scholarly activity program within your program?
- ◆ Do your residents have protected time for scholarly activity projects?

Category 3 = Curriculum Development

- ◆ Do you participate in curriculum development for the categorical programs?
- ◆ Do you have your own Med/Peds curriculum?

Category 4 = Remediating residents

- ◆ Who participates in the remediation process:
 - ◆ Clinical competency committee?
 - ◆ Program Evaluation committee?
 - ◆ Core faculty?
 - ◆ Categorical program leadership?

- ◆ If a resident is informally remediated, is this documented in their files? Does it appear on their final evaluation?

My Albany Med-Peds Family

