



## Mentor Guidelines and Information Graduate 6-Month Program-2025

Please review the [Ferguson RISE Fellows' Mentor video](#) for further information.

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 Under-Represented 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.**

Click and complete the [Ferguson RISE Mentor Agreement](#).

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 M<sup>3</sup> (Multi-Modality Mentoring) model will be used for Ferguson RISE Fellows.<sup>1</sup> 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.

### Ferguson RISE 6-Month Schedule

Summary: Ferguson RISE Research Mentors or their designees are expected to meet weekly with their assigned Ferguson RISE-6 Month Fellows throughout the fellowship. Ferguson RISE-6 Month Fellows will receive weekly one-on-one mentoring from Ferguson RISE Mentor Coaches for the first two months (February and March) and monthly (or as needed) after that. Ferguson RISE-6 Month Fellows will meet monthly virtually as a group for Research Accountability Groups (RAGs). An optional monthly Research Analysis and Design seminar will also be offered for the fellows.

Ferguson RISE-6 Month Fellows will present their research during the Center for Diversity in-person Orientation (May 26, 2025- June 29, 2025). Ferguson RISE-6 Month will participate in week two of the summer Orientation (June 2-June 6, 2025). Weekly meetings will begin in the summer session in preparation for the CDC Showcase and Expo in Atlanta (July 28-31, 2025). The Ferguson RISE-6 Fellowship ends following the Ferguson RISE Summer Research Symposium on August 1, 2025.

**Table 1. Ferguson RISE Fellowship 6-Month Schedule**

| Activity                | Date                  | Time                       | Topic Area   |
|-------------------------|-----------------------|----------------------------|--|
| Mini-Orientation        | Saturday<br>2/1//2025 | 9:00 AM – 12:00 PM EASTERN | Registration and Health Screening,<br>Health Disparities, Social Determinants<br>of Health, Research Design and<br>Biostatistics, Program Overview<br><br>Professional Development<br>Mission Statement<br>Profile/Biosketch |
| <b>RAG<br/>Sessions</b> |                       |                            | <b>RAG Discussion Objectives</b>   |
| 1.                      | February              |                            | Research Question/Hypothesis/Study<br>Procedures/Techniques<br><br>Professional Development<br>Mission Statement   |
| 2.                      | February              |                            | Research<br>Literature Review/Study Design/Data<br>Collection<br><br>Professional Development<br>PHaSS-IDP Completion  |
| 3.                      | March                 |                            | Research<br>Literature Review/Data Collection  |
| 4.                      | March                 |                            | Data Collection<br>Mid-Term Focus Group  |
| 5.                      | April                 |                            | Data Collection/Analysis/Tables/Figures<br>Power Point Presentation  |
| 6.                      | April                 |                            | Data Collection/Analysis/ Tables/<br>Figures/Discussion<br>Power Point Presentation  |

|    |  |                          |   |
|----|--|--------------------------|---|
| 7. | May  |                          | Abstract and PowerPoint Finals<br>Poster Draft                |
| 8. | May  |                          | Abstract and PowerPoint Finals<br>Poster Draft                |
|    | June 11  |                          | Draft Poster/Manuscript                                       |
|    | June 18  |                          | Draft Poster/Manuscript                                       |
|    | June 25  |                          | Draft Poster/Manuscript                                       |
|    | July 2   |                          | Submit Poster/Manuscript                                      |
|    | July 9   |                          | Submit Poster/Manuscript                                      |
|    | July 16  |                          | Submit Poster/Manuscript                                      |
|    | <b>Monday<br/>07/28/2025 to<br/>Wednesday<br/>07/30/2025</b> | <b>8:30 AM - 4:00 PM</b> | <b>CDC Showcase &amp; Expo</b>                                |
|    | <b>Thursday<br/>7/31/2025</b>                                | <b>8:30 AM – 1:00 PM</b> | <b>Ferguson RISE Summer Research<br/>Symposium at the CDC</b> |

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**

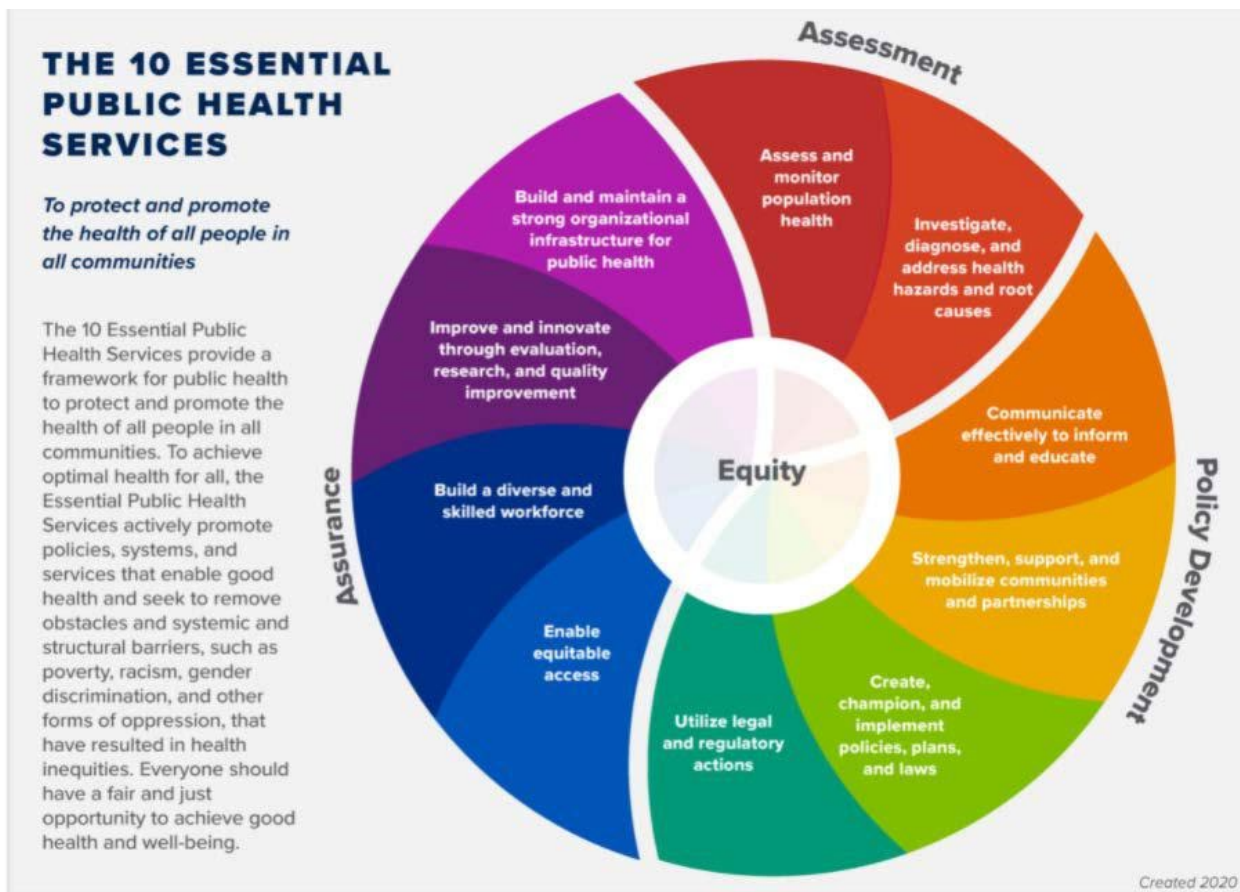
- Support completion of [Public Health and Social Sciences-Individual Development Plan](#) [PHaSS-IDP]
  - Assist the student in using the [Public Health and Social Sciences-Individual Development Plan](#) (PHaSS-IDP) (<https://www.careersinpublichealth.org/>) for their self-assessment of research skills and developing project goals. Completion date is on or before February 14<sup>th</sup>.
  - Review of scholar’s academic and career 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?
- Assess scholar’s career goals, talk about their passion, and distill some objectives:
  - That can be done during the academic year and summer.

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

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 affect your reactions, availability, and approach to working with the scholar?

| Enhancing Mentoring Summary Activities                 |   |   |   |                                 |                                |  |
|--|---|---|---|---------------------------------|--------------------------------|--|
| Discuss strategies to promote professional development | List strategies to promote/advocate health and well-being | Maintain effective communication between mentors and scholars | Align expectations between mentors and scholars | Assess understanding of scholar | Foster Independence of scholar | Address Diversity, Equity, and Inclusion |

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](mailto: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!

*Harolyn M.E. Belcher, MD, MHS.*

Harolyn M.E. Belcher, MD, MHS Vice  
 President and Chief Diversity Officer  
 Senior Director  
 Office for Health, Equity, Inclusion, and Diversity  
 Center for Diversity Programs Co-Director,  
 Ferguson RISE  
 Professor of Pediatrics  
 Johns Hopkins University School of Medicine  
 Office: 443-923-5933  
 Cell: 499-3650

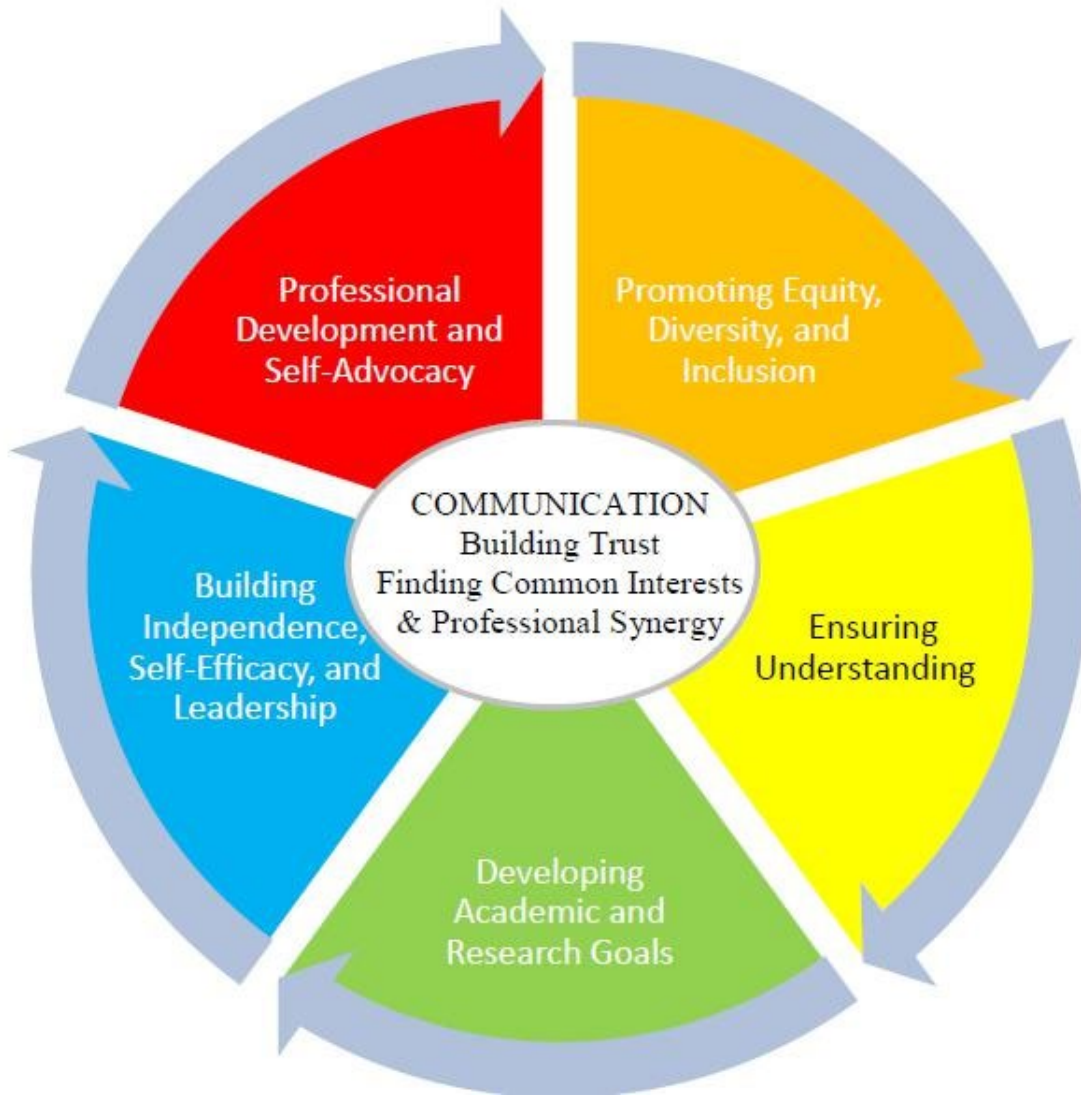
*Damani Piggott, M.D., Ph.D.*

Damani Piggott, M.D, Ph.D.  
 Associate Vice Provost for Graduate  
 Diversity and Partnerships  
 Associate Professor of Medicine  
 Johns Hopkins University School of  
 Medicine Co-Director, Ferguson RISE  
 Director  
 The Vivien Thomas Scholars  
 Johns Hopkins University  
 410-614-4406

### References

1. Belcher HM, Piggott DA, Sanders R, Trent M. Research Accountability Groups and Mentoring Minutes: The M3 Approach to Promote Public Health Infectious Diseases Research for Diverse Graduate Students. *American Journal of Orthopsychiatry* 2019; **89**: 390-9.

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



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