

## Mentoring Guide (M1/M2)

	<b>Student Issues/Concerns</b>	<b>Academics/Performance</b>	<b>Professionalism</b>	<b>Career Planning</b>	<b>Personal/Social</b>	<b>Personal/Professional Balance</b>	<b>Research/Scholarship</b>	<b>Electives/Extracurricular</b>	<b>Health/Medical Concerns</b>
Early M1	emphasize mentor availability, review contact information for scheduled meetings and times of crisis; address any pressing student concerns; ground rules, confidentiality, boundaries	transition to school, study habits, adjustment to volume/work load; goals for the year, integration of step 1 and course studying, adjustment to anatomy/cadaver lab	arriving on time, coping with feedback, response to criticism, managing conflict and time demands of school, prioritizing appropriately, responsible social media use, appropriate dress for clinical activities, respect for faculty; maintaining humanism, sense of self	emphasize academic rigor; encourage engagement with student interest groups & organizations	partner/family relationships & med school; geographic adjustment; plans for children, marriage, other personal issues that impact school	sleep, exercise, hobbies, coping methods and skills, support systems, housing/roommates, transportation (car)	yes/no - discussion of interest or need; check list might include plan to f/u with local research mentors/faculty/opportunities	ask/assess/advise re: elective, extracurricular, co-curricular, global health participation; student groups, community service, church activities, planned summer activities/trips	awareness/access to school resources for physical & mental health issues; health insurance; exposures; dental health
Late M1	specific concerns, timely issues, pressing needs	review of year 1 performance, adjustments for year 2, step 1 prep, summer remediation	encourage reflection on 1st year; develop plans for summer & next year; professional identity development/progress	consider unique opportunities, options re: summer externships, global health opportunities, fellowships	acclimation to med school; relationships, support; spiritual practice/health	coping strategies; summer plans: employment, experience, vacation; housing changes for next year, sleep/exercise/hobbies	research plans, connecting with summer program opportunities or mentors; role for faculty introduction or connections	Summer courses, language training; step 1 prep/review of 1st year courses; trip planning, 2nd year scheduling; prioritization of activities/opportunities	maintenance of health (physical, mental, dental)
Early M2	specific concerns, timely issues, pressing needs	work load, study habits, thinking about alternate clinical experience/pathways at your school. Step 1 prep, consideration of for profit courses or school organized step 1 prep opportunities	time management, review schedule for year, map step 1 prep plans; break plans; motivation, sense of self	asking about student needs, referring to appropriate mentors, faculty, student groups, professional organizations	talk with friends/family/other re: balancing relationships and time devoted to USMLE prep	attaining & maintaining balance, coping strategies, healthy life habits, prioritizing use of time	ongoing activities, f/u on summer projects; encourage completion of efforts; re-evaluate involvement & level of engagement in projects with respect to career goals	beginning to think about 3rd year/clinical electives or experiences; balance of required curricula and service learning	maintenance of health, adjustment to being back in school
Late M2	specific concerns, timely issues, pressing needs	verify step 1 scheduled, adherence to study plan; clinical year(s) scheduling process; addressing clinical skills deficiencies: note writing, oral presentation skills; introduction of ACGME & school specific professional competencies	reflection on year, transition to white coat and professional identity, clinical roles	ask re: goals, career exploration; MSAT; consideration of MPH, other dual degree opportunities	level of connectedness to school, classmates, family, friends; risk for isolation, drifting	encourage discussion with family, friends, partners re: new roles on wards/clinical work	completing projects; planning for m3/4 research rotations, identify research mentor	identifying specialty specific electives/opportunities, away rotations; balance of required curricula and service learning	needle stick/occupational exposures; plans for avoiding burnout, strategies for resilience, support systems

## Mentoring Guide (M3/M4)

	<b>Student Issues/Concerns</b>	<b>Academics/Performance</b>	<b>Professionalism</b>	<b>Career Planning</b>	<b>Personal/Social</b>	<b>Personal/Professional Balance</b>	<b>Research/Scholarship</b>	<b>Electives/Extracurricular</b>	<b>Health/Medical Concerns</b>
Early M3	specific concerns, timely issues, pressing needs	emphasize importance of clinical year grades to residency match, planning for shelf-exams & exam prep while doing clinical work; identify sources of academic support	responding to pages, emails, keeping up with non-rotation school requirements, core curricular activities, academic & clinical documentation, respect for hospital & clinic staff, patient ownership, team integration	identification of specialty specific advisor; consideration of MPH, other dual degrees; scholarship applications; participation in professional conferences, impact on schedule; letters of recommendation; review step 1 performance	adjustment to wards, new schedules, call demands; adjustment to away rotations, sources of support	wards, call, clinic, sleep, coping strategies, spiritual practice, maintenance of relationships, hobbies; relative loss of control	ongoing activities, f/u on summer projects; encourage completion of efforts; re-evaluate involvement & level of engagement in projects with respect to career goals	identifying specialty specific electives/opportunities	reflection on health maintenance; reminder to seek personal and preventive health care as necessary during clinical years; review occupational exposures, review access/opportunities for health care, immunizations, discuss health needs/care re: off-site experiences
Late M3	specific concerns, timely issues, pressing needs	review of clinical performance, 4th year scheduling, preparation for sub-ls, increased independence for senior students; guidance for step 2 prep	review of clinical year, self-identity as doctor in training, professional identity development	Timing of step 2; 4th year schedule with respect to audition rotations, step 2 ck & cs, interviewing; coordination with advisor(s); appropriateness check for specialty selection given board scores & academic performance; ERAS process, residency interview process	social/personal plans e.g. marriage, children, travel; addressing potential for partner separation with residency/match	adjustment to clinical work; success of efforts; what's working; what's not working; appropriate use of elective time (e.g. vacation, vs. sub l, vs. nonessential electives)	research mentor/plans; is research required for specialty? Plans to complete/present/publish work	4th year away rotations, audition rotations, clinical Sub I experiences, advanced electives; opportunities to address areas of need to prepare for internship	reflection on health maintenance; reminder to seek personal and preventive health care
Early M4	specific concerns, timely issues, pressing needs	sub-l scheduling, rotation adjustments to meet career goals; verify step 2 ck, cs scheduled; address step 2 performance, if applicable; assure all graduation requirements scheduled	tips/skills for successful interviews, coaching to address 'red flags'	guidance for CV, personal statements; requesting & confirming letters; discussion of residency programs, # of applications/interviews, couples match, costs of interviews; dual career planning, combined residency & other degree programs or training; appropriateness check for specialty selection given boards & academic performance	debt planning, loan repayment, consideration of NHSC, USPH service etc...	attention to rotations and school during NRMP process & interviews	wrap up projects	guidance for changing schedule and electives to meet career goals	preparation for international electives, visit travel clinic as necessary, immunizations for residency, TB testing etc...
Late M4	Outstanding concerns, role transitions, closure, thank you, reflection	discuss transition for guided curriculum to life-long learning required of doctors; assure graduation requirements met	transition from M4 to PGY1; increased responsibility, identity of self as doctor. Roles within community. Visibility as a health professional.	f/u on interviews, confidence; plans for unmatched students; transition opportunities; congratulations on match, satisfaction of match results; dual career planning, e.g. combined residency with other degree programs or training	preparation for internship, residency, moving plans, finding housing, debt planning, loan repayment; addressing partner separation if necessary	forward thinking to residency transition	publish/present	n/a	completion of paperwork, forms for residency