

ANNOTATED GUIDE

CURRICULUM VITAE APPENDIX MENTORING AND COACHING PROFILE

Use this document to create a profile of individual mentoring and coaching activities. Refer to the annotated document for directions on how to complete the Mentoring and Coaching Profile.

Name: _____

Date: _____

Academic Rank: _____

Department: _____

Definition of mentorship and/or advising: “A developmental relationship in which an educator facilitates the accomplishment of a learner’s or colleague’s (academic, clinical, or leadership) goals”. (Sampson et al. Advancing educators and education by defining the components and evidence associated with educational scholarship. Medical Education. 2007;41(10):1002-1009).

If one is engaged in a lot of mentorship, it is recommended to sub-divide this into different mentorship foci & relationships into those focused primarily on:

- a. Scholarly projects (curriculum, presentations, publications, QI dissemination, etc.)
- b. Developing or involvement in formal mentorship infrastructure
- c. Professional advancement/advising (Grants, career advancement, etc.)

“Evidence of engagement with the community of educators” is demonstrated by a scholarly approach to the education activity, consisting of:

1. Researching content, methodologies, and best educational practices to incorporate into educational activities.
2. Sharing (disseminating) one’s work, scholarship (e.g. creating a product that is reviewed by peers for quality and made public for others to learn from and build upon: on-line repository, invited presentations, workshops, publications, institutional improvements)

For each mentor/coaching relationship please document:

1. the duration of the relationship
2. name of the protégé (unless this was a remediation/struggling learner)
3. The role/rank of the mentee/coachee at the outset of the relationship; the purpose of the relationship (e.g. remediation, scholarship, career-development/advice; clinical skills, etc.)
4. What was the outcome of this relationship – that can be directly attributed to your contributions

Mentorship

- If you have a high-volume in a particular focus or strength, consider sub-sorting the sections by ‘Focus’
- Focus e.g.: Scholarship; Advocacy; Education; Diversity, Equity and Inclusion (DEI/B); Quality; Clinical skills; Administration; etc.

Mentorship focused on scholarly projects

- e.g. curriculum, presentations, publications, QI, DEI/B, advocacy, etc.

Duration of Relationship	Name	Rank, role, level of protégé at outset	Purpose Of Relationship	Focus	Evidence of Engagement with the Community of Educators	
					How was the activity informed by existing literature – expertise.	Outcome: How was this work disseminated/shared?
2021-2024	J. Doe, MD	Intern	Mentor for advocacy project; Develop OR State legislature testimony	Advocacy		Delivered to OR Senate (date). Resulted in bill be adopted (XXXX)
2005-2006	M Welby	Fellow	Local, national & international oral Presentations*	Scholarship	Fac. development (numerous) on lecturing, grant writing, writing; manuscript & peer review	Short term, delivered Society talk with us, then National XXX Soc. Lost contact

Mentorship focused on professional advancement

- [Include grant submissions in this section](#)

Students

Duration of Relationship	Name	Rank, role, level of protégé at outset	Purpose Of Relationship	Focus	Evidence of Engagement with the Community of Educators	
					How was the activity informed by existing literature – expertise.	Outcome: How was this work disseminated/shared?
1977-pres	Student X	High school stud	Advice, development recommendations, growth opportunities, sounding board	Career, some DEI	<ul style="list-style-type: none"> • OHSU Lead Mentor, Faculty Development (2015) • Observation and debriefing with Dr. H (Dept Pediatrics), re: techniques, best practices. • Literature review for presentation and mentorship program development 	<ul style="list-style-type: none"> • Ongoing, 3-4 sessions/year • Current; Professor of XX at the University of XXX. • Chair, RRC-XX/ACGME • Nominated, and supported for numerous successful national awards

Residents/Fellow

Duration of Relationship	Name	Rank, role, level of protégé at outset	Purpose Of Relationship	Focus	Evidence of Engagement with the Community of Educators	
					How was the activity informed by existing literature – expertise.	Outcome: How was this work disseminated/shared?

Faculty

Duration of Relationship	Name	Rank, role, level of protégé at outset	Purpose Of Relationship	Focus	Evidence of Engagement with the Community of Educators	
					How was the activity informed by existing literature – expertise.	Outcome: How was this work disseminated/shared?

Other

Duration of Relationship	Name	Rank, role, level of protégé at outset	Purpose Of Relationship	Focus	Evidence of Engagement with the Community of Educators	
					How was the activity informed by existing literature – expertise.	Outcome: How was this work disseminated/shared?

Coaching

- If working with struggling learners/peers it is preferred to not include names
- **Focus of coaching relationships.** Focus on: professionalism, communication, efficiency, clinical skills, knowledge application, test preparation, etc.
- **Coaching:** e.g. expected/integral part of a protégé’s program/department

Routine Coaching

Duration of Relationship	Name	Rank, role, level of protégé at outset	Focus of Coaching Relationship	Est. Hours per Year (or unit)	Evidence of Engagement with the Community of Educators	
					How was the activity informed by existing literature – expertise.	What was the outcome of this relationship? (with respect to aim)

Remediation Coaching

Duration of Relationship	Name	Rank, role, level of protégé at outset	Focus of Coaching Relationship	Est. Hours per Year (or unit)	Evidence of Engagement with the Community of Educators	
					How was the activity informed by existing literature – expertise.	What was the outcome of this relationship? (with respect to aim)