

## Mentoring Plan Template – Clinician Educator



Division of Pulmonary, Critical Care  
& Sleep Medicine  
University of Washington

The Mentoring Plan is designed as a template to be individualized by each fellow and their primary mentor at the start of the research fellowship, and revisited and revised prior to each Mentoring Committee meeting. As such, it is a living document that will evolve as each trainee progresses in their career development.

The goal of the template is to formalize the plan for the mentee to develop the research, teaching and mentorship skills necessary for a successful career. This template will initially be filled out in the first month of the fellow's first research year. The mentee and mentor will discuss mutual expectations of their individual roles, including work schedule and frequency of meetings, in addition to the general topics listed below. The first Mentoring Committee meeting should take place no later than four months after the beginning of the fellow's first research year.

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### Section 1: Identifying Information

**Mentee:**

**Primary Mentor:**

**Secondary Mentor (if applicable):**

**Additional Mentoring Committee Members:**

### Dates of Completion and Updating of Mentoring Plan Template:

	Month/Day/Year		Month/Day/Year
Original Completion		Updated	
Updated		Updated	
Updated		Updated	
Updated		Updated	

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### Section 2: Mentee Career Goals

(Fellows are encouraged to consider numerous options, including transitioning to UW faculty, another academic institution, community practice, government, industry, etc.)

#### I. 5-Year Career Goal

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#### II. 10-Year Career Goal

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#### III. Overall Career Goal

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### **Section 3: Acquisition of Discipline-Specific Conceptual Knowledge and Teaching Skill Development**

**I. Brief description of mentee’s planned scholarly project(s) and proposed meeting abstract and journal submission targets:**

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**II. Identification of specific educational skills (e.g., curriculum development, evaluation, survey creation) that will be needed to complete projects in mentee’s specific area of interest:**

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**III. Structured plan on how these skills are to be acquired (e.g., Teaching Scholars Program, ATS/ACCP postgraduate courses, etc.)**

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### **Section 4: Plan to Learn Basic Principles of Scientific Conduct, Effective Communication of Scholarly Findings to Colleagues, and Receipt of Constructive Feedback**

#### **I. Anticipated Presentations**

(Describe expectations about number of times each year, and dates, if known, the fellow will present at works-in-progress sessions, medical student or housestaff lectures, national conferences, etc. Mentor should plan to attend to provide feedback.)

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#### **II. Anticipated Publications**

(Describe expectations about number of manuscripts to be submitted each year, including both first-author publications with mentor as senior author, and collaborations with colleagues; outline potential target publications.)

1. Number of first-author manuscripts per year:
2. Number of collaboration manuscripts per year:
3. Number of publications in progress per year:

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#### **III. Timeline for Planned Fellow-to-Faculty Transition**

(Outline planned scholarly output including scholarship related to teaching [e.g., development of curricula or evaluation tools], integration [e.g., review articles, book chapters], or investigation [e.g., research in education] and discovery.)

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## **Section 5: Career Development**

### **I. Professionalism**

(Describe plan for how the mentor will provide ongoing instruction in professional practices, including role modeling, one-on-one and group discussions of importance of professionalism, providing timely and effective feedback to trainees, standards of professional practice, etc.)

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### **II. Development of Mentorship and Leadership Skills**

(Describe plan for how the mentor will aid in the mentees' development of these skills - expected to be an increasing focus as fellowship progresses. Approaches include 1) Supervised mentorship of residents and medical students participating in projects, 2) Mentor will demonstrate how to effectively manage various staff and individuals, 3) Mentor will promote mentee's involvement and leadership roles in professional societies, etc.)

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### **III. Life After Fellowship**

(Describe plan for how mentor will facilitate discussion and/or action in preparation for immediate post-fellowship goals such as job seeking, conference networking opportunities, continued clinical or research training, transition to faculty, etc.)

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## **Section 6: Resources That Will Be Provided to Support Mentee**

(Describe resources that will be provided by the primary mentor and/or Division to support mentee's attainment of, e.g., funding for the Teaching Scholars Program, desk space, etc.)

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## **Section 7: Plans for Ongoing Mentoring Meetings**

(Describe the frequency of meetings planned between the mentor-mentee and with the Mentoring Committee.)

1. Mentor-mentee meeting frequency:
2. Plan for scheduling these meetings:
3. Mentoring Committee meeting frequency (no less than two per academic year):
4. Plan for scheduling these meetings:

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## **Section 8: Review of Curriculum Vitae**

(Attach formal CV for mentor and Mentoring Committee to review.)

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## **Section 9: Formal Evaluation**

### **I. Evaluation of Mentee Progress**

Review of mentee's progress toward each of the above outlined milestones will occur semi-annually at the Mentoring Committee meetings and at the annual meeting with Division leadership.

**II. Evaluation of Mentor**

Mentee will fill out an anonymous evaluation of their mentor on a regular basis. Anonymous data from multiple mentees will be reviewed by Division leadership and feedback will be shared with mentors.

**Signature of Mentee:**

Signature of Mentee	Month/Day/Year	Signature of Mentee	Month/Day/Year

**Signature of Mentor:**

Signature of Mentor	Month/Day/Year	Signature of Mentor	Month/Day/Year