



Center for Diversity in
Public Health Leadership Training
at Kennedy Krieger Institute

Weekly One-on-One Undergraduate Center for Diversity Programs Mentoring Guidelines

Review [Center for Diversity in Public Health Leadership Training undergraduate mentor's video](#) for more information.

Click [HERE for the Mentor Agreement Link!](#)



Each scholar is assigned a Center for Diversity program mentor who will meet **weekly for 20-30 minutes** with your scholar. Meetings will start the first week of June and conclude the week of July 21st. Mentorship covers two broad areas: career development and project management. Each session should include activities in each of these two areas. Below, we describe activities and topics to cover with scholar. Additional resources are included after the description of mentorship activities.

Career Development

1. Support completion of [Public Health and Social Sciences-Individual Development Plan](#) (PHaSS-IDP) *due on or before the second Friday in June*
 - a. Review scholar's goals

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?
- Encourage scholar to complete the “Developing Your Professional Passion Worksheet” (Resource 1 found at the end of this document) and discuss answers.
- Assess scholar's career goals, talk about their passion, and distill some objectives:
 - a. Some that can be done during the summer
 - b. Some that are long term
- Each week: Assess progress toward these goals and discuss barriers and facilitators.
- Informational Interview: Recommend that scholar identify 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 scholars to feel that their work is meaningful and fulfills a purpose.

2. Discuss scholars' placement(s) and experiences – continuously incorporate and connect them to:
 - a. Scholar's PHaSS-IDP
 - b. Public Health Leadership Core Competencies (see Table 1 below)
 - c. Public Health Services Wheel (see Figure 1 in the worksheet below)

*Please note that the CDC and HRSA strongly encourage mentors to integrate discussions of the public health core competencies in their work with scholars. *

3. Discuss resume/CV development — resource materials posted on the Learning Management System
 - a. Review scholar's resume/CV and provide feedback
 - b. Discuss strategies for writing other relevant professional documents, such as research statements, biosketches, etc.
4. Preparing/organizing for the graduate school application process
 - a. Discuss how to request Letters of Recommendations (LOR) – building relationships, meeting expectations, staying in contact before requesting LORs, providing relevant information to letter writers.
 - b. Making connections to potential mentors prior to applying to programs
 - c. Pattern of activities and accomplishments graduate programs may be looking for in applications.

Project Management

5. Assist scholar in identifying a project based on their placement(s) and their public health interests to develop into a poster.
 - a. Review poster components weekly.
 - b. Final submission to program due no later than the *third Friday in July*.
 - c. Scholars present at the Johns Hopkins CARES Symposium the *last Thursday in July*.

Suggested steps

1. Clarify goals and objectives for the poster and break down the work into component piece (i.e., title, content, timeline, poster format, presentation, agency engagement) – *keep in mind that this may be a new experience for scholar.*
2. Encourage scholar to collaborate with placement site on poster topic. If poster is helpful to the placement site and interesting to scholar, it will be a better experience for everyone.
3. Use the summary of the public health research process that is described in the “An Introduction to the CDC Winnable Battles” (Resource 2 described below) to build questions about the project topic and an approach to addressing these questions.
4. Focus on selecting a title as a first step; program training staff can then identify how best to support scholar in completing the project and support getting to consensus and clarity.
5. Identify data that will be used and point person at the placement who will provide access.

6. Scholar will then work on literature review/background information. Through discussing literature review and drawing Resource 2, find ways to make connections and encourage critical thinking and hypothesis development.
7. Start with rough draft of the poster early in the process. Share the “Poster Design Hints and Tips” (See Resource 3 listed below) with scholar to aid in constructing the poster.
8. Share early rough draft with placement to limit misunderstandings; encourage scholar to seek out feedback from placement and discuss effective ways to receive and respond to feedback. Plan changes or edits based on placement feedback.
9. Hone the poster’s take away message and ask scholar to practice expressing it. *Start practicing at least two weeks in advance of the deadline* so that the scholar grows in confidence in presenting the poster. Being able to communicate this take home message is essential!!
10. Please work with scholar to stay on time with deliverables to limit last minute stress. (We understand that this is sometimes not possible as we are dependent on the agency input.)
11. Review and provide feedback as promptly as possible so that the scholar can keep moving forward given the short amount of time we have for the program and the scholar’s need to work with placement staff on the poster as well.

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 are affecting your reactions, availability, and approach to working with scholar?

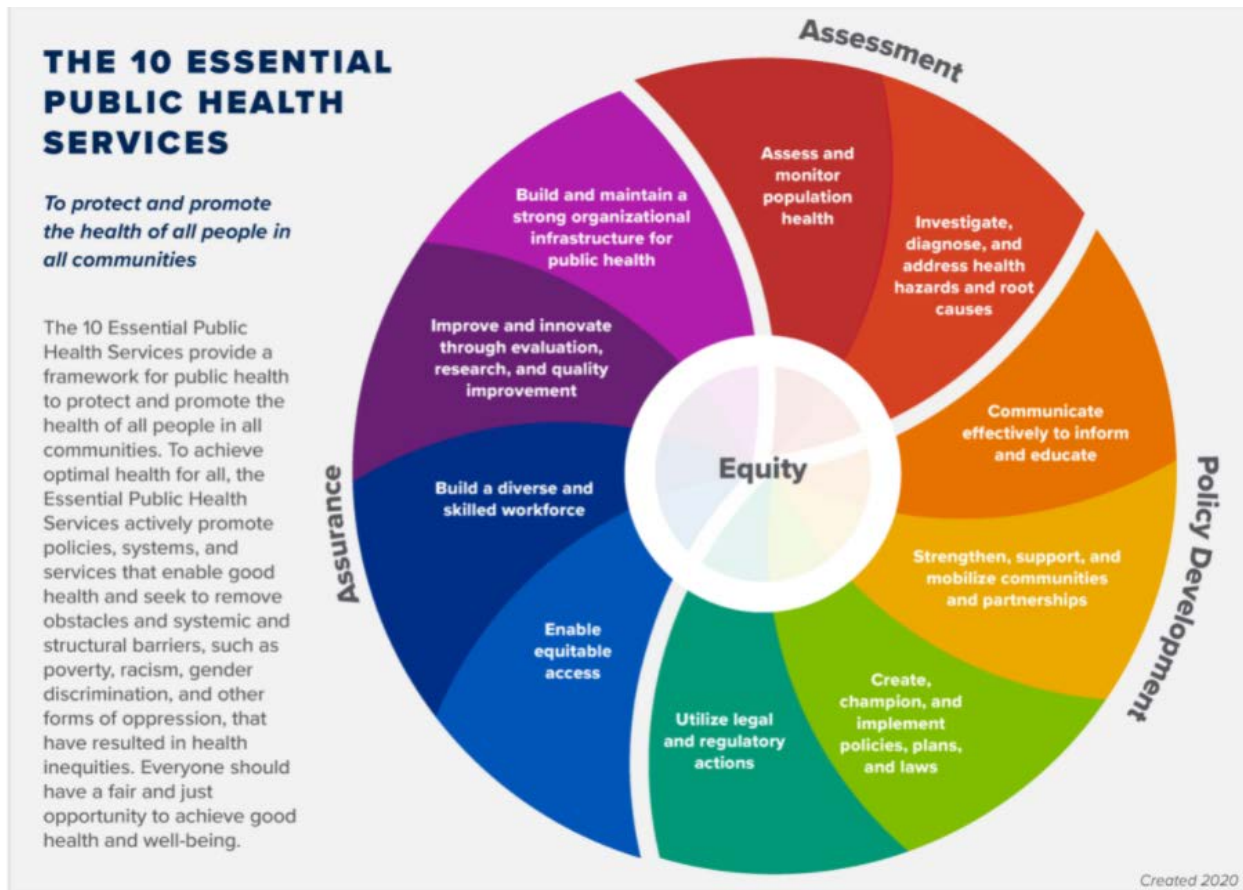
Enhancing Mentoring Summary Activities						
Discuss strategies to promote professional development	List strategies to promote/advocate health and well-being	Maintain effective communication between mentors and scholars	Align expectations between mentors and scholars	Assess understanding of scholar	Foster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

Table 1. CDC Public Health Competencies

DOMAIN 1	
1.1	Define public health and related roles and responsibilities of government, non-government agencies, and private organizations
1.4	List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations
1.5	Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health
1.10	Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices
DOMAIN 2	
2.1	Describe how the methods of epidemiology and surveillance are used to safeguard the population's health
2.2	Identify scientific data, including tools of informatics, and other information for assessing the well-being of a community
2.3	Discuss interconnectedness among physical, social, and environmental aspects of community health
2.4	Communicate health information to a wide range of audiences through an array of media
2.5	Conduct a literature search on a health issue using a variety of academic and public resources
2.6	Engage in collaborative and interdisciplinary approaches and teamwork for improving population health
2.8	Assess the source and quality of health information and data related to individual and community health
2.9	Appreciate the multiple determinants of health
DOMAIN 3	
3.1	Identify stakeholders who influence health programs and interventions
3.2	Discuss the role of community engagement in promoting population health and social justice
3.4	Collaborate with others from diverse backgrounds in addressing health disparities and inequities
3.10	Endorse lifestyle behaviors that promote individual and population health and well-being
3.11	Value multicultural perspectives and sensitivities on health

Figure 1. [The Public Health Wheel](#)



<https://www.cdc.gov/publichealthgateway/images/publichealthservices/10-essential-public-health-services>

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



Resource 1. Developing Your Professional Mission Statement Worksheet

Think about specific actions, behaviors, habits, and qualities that will have a significant positive impact on this part of your career over the next one to three years. Include behaviors, character traits and values that you consider important and want to develop.

1. What are the principles that will guide you in your day-to-day actions and decisions?
2. What would I most like to have/do in my career?
3. What are my greatest moments of happiness and fulfillment professionally?
4. What activities in my professional life are most fulfilling?
5. If I had unlimited time and resources, what would I do?
6. What do I want to accomplish in my lifetime?
7. What qualities and characteristics are most important to me?
8. What talents and skills do I have?
9. How can I best contribute to others?
10. What legacy do I want to leave?

NOTE: This is just a start! Plan to spend a few hours on this worksheet. It takes self-reflecting and listening to your heart, so get comfortable and choose a time that you will not be distracted or interrupted. **The best mission statements are short, clear, and positive, yet capture your passion and inspiration for your work.**

Sources: Kathleen Barton, MBA

Resource 2. An Introduction to the CDC Optimal Opportunities for Prevention (CO-OP): Elimination of Health Disparities

Brief Description of the Public Health Challenge, including History Notes of Interest

The First Rubric of Epidemiology: Quantity

- Estimated Prevalence of this Condition
- Estimated Incidence of this Condition
- Variation in Relation to Time (e.g., time trends)
- Magnitude of the Public Health Burden in At-Risk Populations

The Second Rubric of Epidemiology: Location and Demographic Description

- Where Are Prevalent Affected Cases Found?
 - Variation in relation to place or circumstance
 - Variation in relation to personal characteristics (e.g., sex, age, race, ethnicity)
- Where Are Newly Developed Cases Found?
- Age-Specific Estimates in Considering Life-Span
- Relevance to Health Disparities

The Third Rubric of Epidemiology: Causes

- Summary of Evidence of Causes
- Critical Periods in the Life Span (if any)
- Place or Circumstance-related causes
- Personal Characteristics
- How Might Issues of Life-Span Development be Relevant to the Causes of the Disorder/"Winnable Battle"
- How Might Health Disparities be Related to the Cause of the Disorder/"Winnable Battle"
- Identify Controversies and/or Inconsistencies about Causes of Condition/"Winnable Battle"

The Fourth Rubric of Epidemiology: Prevention Interventions

- Summary of Theories Used to Develop Effective Prevention Intervention (if any)
- Summary of The Evidence on Prevention (if any)
- Summary of Evidence of Effectiveness of Prevention Intervention in Highest Risk Populations for the Disorder/ "Winnable Battle"

Anthony, James C. "Epidemiology of drug dependence." *Neuropsychopharmacology: The Fifth Generation*. New York: John Wiley and Sons (1995): 1558-1573 https://www.acnp.org/Docs/G5/C109_1557-1574.pdf
Adapted by Harolyn M.E. Belcher, MD, MHS and Yvonne L. Bronner, PhD May 27, 2015

Resource 3. Poster Design Hints and Tips

Page Setup

- We recommend using Microsoft PowerPoint to layout your poster. Set up your page size at 50% of the final size you want it to be printed. PowerPoint doesn't allow for pages over 56" wide or tall. Go to File on the menu bar, then Page Setup. If the final poster size you want is 48"x72", then under Page Setup make the page size 24"x36".

Backgrounds

- Your poster will look best if you use a light-colored background with a dark-colored font. The next best option is a dark-colored background with a light-colored font.

Fonts

- Use a sans serif font (e.g., Arial), because they read easier than serif fonts (e.g., Times New Roman).
- Design your poster so that it can be viewed easily from 6 feet away; thus, your font should be at least 22 point font size.
- Avoid underlining text and text effects like text outlines and shadow effects. These effects make text more difficult to read. Instead, use bold, italics, and varying font sizes to highlight important items.

Photos

- The primary quality issue with posters are low resolution photographs or other digital images. Be sure that your digital image is at least 72 dpi at actual size (final output). With your page size at 50%, the digital image should be at least 144 dpi. So, if you are scanning a 4"x 6" photo that you want to be 6"x 9" at actual size, then scan it at 108 dpi or higher.
- Make any changes to the digital image (i.e. cropping, color balancing, adding text, brightness, contrast) in the original program before importing the image into PowerPoint. The only manipulation that you should do to the image after importing into PowerPoint is scaling its size.
- After importing and scaling, place a frame (rectangular box) around them. Use line thickness of 2 to 3 points, then group the image and the frame together.

Charts / Graphs

- Charts and graphs usually look best when created without PowerPoint. This will allow you to shape charts and graphs to the space you have in your poster.
- When importing from Microsoft Excel, select the chart then Edit from the menu bar then Copy. Switch to PowerPoint, then select Edit from the menu bar and then Paste.
- When importing from programs other than Excel, save your chart in a JPG file format, switch to PowerPoint, select Insert from the menu bar, then Picture, and then From File.

Proofing

- Preview the poster at actual size to find issues with low-resolution images. With your page size at 50%, go to View on the menu bar, then choose Zoom, 200%. This is a good representation of

what your poster will look like when printed. Scroll left, right, up, and down looking for “grainy” images that may need to be fixed and re-imported.

- Have a friend or colleague review your poster for font size, colors, clarity, logical flow, wordiness, and most importantly, spelling.

Saving Your Work

- It is important to name your file such that it identifies the owner of the poster and the size of the poster. We recommend the format last name-first name-file size. For example, if John Smith ordered a 48”x72” poster then he would want to name the file Smith-John-48x72.ppt.
- When you save your file be sure to embed the fonts by going to Tools on the menu bar, then choosing Options, then Save. Here you want to select the “Embed TrueType Fonts” check box and the “Embed All Fonts Best For Editing By Others” button.

<https://www.researchposters.com/>

DISCLAIMERS for Posters and Power Point Presentations

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