



UNIVERSITY OF  
SOUTH DAKOTA

# Scholarship Pathways Program

## Mentor Handbook

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2021

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## Program Contact Information



Benjamin Aaker, MD  
Program Director  
Research Pathway Coordinator  
[Benjamin.Aaker@usd.edu](mailto:Benjamin.Aaker@usd.edu)  
605-759-8044



Paul Thompson, PhD  
Statistician  
Education Pathway Coordinator  
[Paul.A.Thompson@usd.edu](mailto:Paul.A.Thompson@usd.edu)  
605-215-3267



Candace Zeigler, MD  
Service Pathway Coordinator  
[Candace.Zeigler@usd.edu](mailto:Candace.Zeigler@usd.edu)  
605-357-1364



Valeriy Kozmenko, MD  
Director Parry Center  
Volunteer Pathway Coordinator  
[Val.Kozmenko@usd.edu](mailto:Val.Kozmenko@usd.edu)  
605-357-3571



Katie Schroeder  
Program Assistant  
[Katie.Schroeder01@usd.edu](mailto:Katie.Schroeder01@usd.edu)  
[Pathways@usd.edu](mailto:Pathways@usd.edu)  
605-357-1364

## Program Overview

The Scholarship Pathways Program was established in 2007 as an elective opportunity for students to explore interests beyond the traditional curriculum. It was developed to enrich the student experience by promoting rigorous independent scholarship, critical thinking and leadership skills in areas of medical research, education and service. This is enhanced by a faculty mentor with similar interests who can share experiences, knowledge and offer guidance to the student.

**How much time does it take to be a mentor?** Typically, a mentor will spend a couple of hours helping the student prepare the project proposal and application. If the student is accepted into the program, the mentor should meet with the student at least once every couple of months to discuss the project and its progress. Students have 3-5 weeks (summer break) during Pillar 1 to devote entirely to the project. During that time, some additional mentoring may be advantageous.

**What is formally required of SPP mentors?** Mentors are asked to:

- Review and critique the student's application, three progress reports, abstract, poster and manuscript.
- Complete one mentor report that provides a brief description of the student's progress and/or any causes of concern. The form can be completed in less than 15 minutes.
- Encourage/suggest potential regional or national meetings for students to present their project.

- Attend the Scholars' Research Symposium poster & podium presentations, Thursday before graduation (AM event/2 hours).

#### Motivate

- ✓ Partner with mentee to set and monitor goals
- ✓ Be responsive and available
- ✓ Be goal-oriented while accounting for current reality

#### Empower and Encourage

- ✓ Listen actively
- ✓ Promote time management skills in mentee
- ✓ Inspire excellence

#### Nurture Self Confidence

- ✓ Provide frequent and specific positive feedback
- ✓ Show interest in the mentoring relationship
- ✓ Build trustful relationship

#### Teach by Example

- ✓ Reveal aspects of your own personal journey

#### Offer Wise Counsel

- ✓ Provide encouragement and support
- ✓ Act as advocate for mentee
- ✓ Foster reflection

#### Raise the Performance Bar

- ✓ Inspire and motivate mentees to challenge themselves
- ✓ Understand the mentee's capabilities and potential

**How can the mentor help the student create a competitive proposal?** Only 20 students are accepted into the program each year. The most competitive applications will most likely produce a scholarly product (publishable manuscript). The proposal should be a clear description of activities the student will engage in along with a timeline (realistic timeline of activities and milestones). A key requirement is that the project has a question that will be answered by the student. The project should fit in to a research, service, or education pathway. If the project is in the research pathway, the question to be answered is a hypothesis that will be tested. If the project is in the service or education pathways, an answerable question is still needed – without a question or hypothesis there can be no scholarly product.

**Can mentors get help?** Yes. Mentors are not required to be able to guide all aspects of the project. Ideally, if there are foreseeable shortcomings, these should be addressed in the proposal. However, unforeseeable events occur and the coordinators are available to assist in those cases. For example, the coordinators can find faculty/clinicians who have expertise in a particular area, assist with statistical analysis and developing alternative projects if insurmountable obstacles arise, but this can be largely avoided with a carefully developed project proposal.

## Timeline and Mentor/Student Responsibilities

Timeline	Student Responsibilities	Mentor Responsibilities
Application (July – Jan)	<ul style="list-style-type: none"> <li>• Attend Intro to SPP meeting.</li> <li>• Attend additional project planning sessions as needed.</li> <li>• Seek mentor assistance to help formulate project idea, review project scope/design, data collection/methods of analysis, and discuss expected outcomes.</li> <li>• Complete application (<u>Due January 31</u>).</li> </ul>	<ul style="list-style-type: none"> <li>• Help formulate project idea, review project scope/design, data collection/methods of analysis, and discuss expected outcomes.</li> <li>• Review formal application prior to submission (<u>Due January 31</u>).</li> </ul>
Pillar 1 (Jan – Dec)	<ul style="list-style-type: none"> <li>• Prior to start of summer externship: <ul style="list-style-type: none"> <li>✓ Attend orientation/IRB Workshop.</li> <li>✓ Sign mentor/student statement of understanding (via DocuSign).</li> <li>✓ Complete CITI Training.</li> <li>✓ Complete IRB application, if needed.</li> <li>✓ Attend summer planning meeting &amp; outline project timeline and budget.</li> </ul> </li> <li>• Participate in four-week summer externship.</li> <li>• Review poster, abstract &amp; annotated bibliography D2L modules.</li> <li>• Discuss summer externship abstract with mentor (<u>Due June 30</u>).</li> <li>• Discuss 1<sup>st</sup> progress report with mentor (<u>Due October 31</u>).</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to start of summer externship: <ul style="list-style-type: none"> <li>✓ Sign mentor/student statement of understanding (via DocuSign).</li> <li>✓ Assist student with completion of IRB application, if needed.</li> <li>✓ Assist with outlining project timeline and budget.</li> </ul> </li> <li>• Review summer externship abstract prior to student submission (<u>Due June 30</u>).</li> <li>• Review/discuss 1<sup>st</sup> progress report prior to student submission (<u>Due October 31</u>).</li> </ul>
Pillar 2 (Feb – Feb)	<ul style="list-style-type: none"> <li>• Discuss 2<sup>nd</sup> progress report with mentor (<u>Due April 30</u>).</li> <li>• Complete annotated bibliography (<u>Due April 30</u>).</li> <li>• Prepare and present virtual poster &amp; abstract to coordinators (<u>Due August</u>).</li> <li>• Sign up for SPP 4-8 week Pillar-3 elective.</li> <li>• Research potential poster/abstract presentation opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Review/discuss 2<sup>nd</sup> progress report prior to student submission (<u>Due April 30</u>).</li> <li>• Complete mentor report (<u>Due June 30</u>).</li> <li>• Review virtual poster &amp; abstract prior to student submission (<u>Due August</u>).</li> <li>• Help suggest poster/abstract presentation opportunities for students.</li> </ul>
Pillar 3 (Feb – Dec)	<ul style="list-style-type: none"> <li>• Participate in regional, national or international poster/abstract presentations as able.</li> <li>• Discuss 3<sup>rd</sup> progress report with mentor (<u>Due February</u>).</li> <li>• Attend Pillar 3 planning meeting (<u>Feb/March</u>).</li> <li>• Participate in 4-8 week SPP Pillar-3 elective (By December 31).</li> <li>• Request mentor submit letter of recommendation (<u>Due June 30</u>).</li> <li>• Review/discuss final drafts of abstract, poster, manuscript or final scholarly product with mentor (<u>Due by last day of elective</u>).</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage student to participate in regional, national or international poster/abstract presentations as able.</li> <li>• Review/discuss 3<sup>rd</sup> progress report prior to student submission (<u>Due February</u>).</li> <li>• Complete letter of recommendation (<u>Due June 30</u>).</li> <li>• Review/discuss final drafts of abstract, poster, and manuscript or other scholarly product (<u>Due by last day of elective</u>).</li> </ul>
Project Completion (Jan – May)	<ul style="list-style-type: none"> <li>• Submit revised final abstract, poster, and manuscript/scholarly product.</li> <li>• Complete exit survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors are invited to attend Scholars' Research Symposium poster &amp; podium</li> </ul>

	<ul style="list-style-type: none"> <li>• Submit complete list of project related manuscript submissions/publications and abstract/poster presentations.</li> <li>• Extend personal invitation to mentor to attend Scholars' Research Symposium.</li> <li>• Attend the Scholars' Research Symposium (<u>May, Thursday before graduation</u>).</li> </ul>	<p>presentations (<u>May, Thursday before graduation</u>).</p>
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## Application Form

### SCHOLARSHIP PATHWAYS PROGRAM APPLICATION

#### Student Information

**Name:** [Click here to enter text.](#)

**ID Number:** [Click here to enter text.](#)

**Email:** [Click here to enter text.](#)

**Phone Number:** [Click here to enter text.](#)

#### Mentor Information

**Name:** [Click here to enter text.](#)

**Email:** [Click here to enter text.](#)

**Project type (check one):**       Education       Research       Service

<p><b>Project Title:</b> <a href="#">Click here to enter text.</a></p>
<p><b>Background and Significance</b> — <i>Clearly and concisely describe the topic and the associated area of need. Describe the relevance of your project to human health.</i> <a href="#">Click here to enter text.</a></p>
<p><b>Hypothesis</b> — <i>If this is a research project, provide a succinct statement regarding the primary question to be addressed. If this is an education or service project, state the main goal.</i> <a href="#">Click here to enter text.</a></p>
<p><b>Impact</b> — <i>Describe how your project will change the field, advance you career, and/ or otherwise make a meaningful difference.</i> <a href="#">Click here to enter text.</a></p>
<p><b>Project Plan</b> — <i>Describe how you will carry out your project. What activities will you perform? Clearly detail the timeline of activities for the first summer and thereafter. Describe milestones. How will you test your hypothesis or evaluate your goal? If relevant, describe sample sizes, statistical procedures, surveys, etc...</i> <a href="#">Click here to enter text.</a></p>
<p><b>Institutional Assurances</b> — <i>If your project involves human subjects, animals, or hazardous materials, please address the need for institutional assurances (IRB, IBC, and/or IACUC). Otherwise state "not applicable".</i> <a href="#">Click here to enter text.</a></p>

**Mentor’s Role** — Describe the role that your mentor will play in the project, including how frequently you will communicate with your mentor.  
 Click here to enter text.

**Scholarly Product** — Describe the expected tangible products of your project (e.g., publications, posters).  
 Click here to enter text.

**Reflections** — Clearly and concisely write a candidate justification statement that explains why you should be selected to participate in the Scholarship Pathways Program and how the experience gained will contribute to your professional goals.  
 Click here to enter text.

**Bibliography** — Place applicable references from the literature in this section.  
 Click here to enter text.

**Submit completed application to D2L dropbox**

**APPLICATION EVALUATION CRITERIA GUIDE**

POSSIBLE PTS (20)	SECTION	EVALUATION CRITERIA
1	Title	0 = No title 1 = Title provided
2	Background & Significance	0 = Inadequate description 1 = Average description; 2 = Excellent description of background and significance
2	Hypothesis	0 = Insufficient 1 = OK 2 = Excellent
2	Impact	0 = Little or no impact 1 = Some impact 2 = High impact
5	Project Plan	0-4 = One or more components inadequate or missing; 5 = Narrative clearly written without errors, milestones and timeline clearly described, and analytics appropriate
1	Institutional Assurances	0 = Insufficient 1 = Sufficient
2	Mentor’s Role	0 = Mentor’s role unclear 1 = OK 2 = Fully supportive mentor who will contribute key expertise and guidance
2	Scholarly Product	0 = Insufficient 1 = OK 2 = Strong potential for publication
2	Reflections	0 = Poor description 1 = OK 2 = Outstanding level of motivation and fits with broader goals
1	Bibliography	0 = Inadequate or inappropriate references 1 = Appropriate references cited

## **Mentor-Student Statement of Understanding**

The following Mentor-Student Statement of Understanding form will be sent through DocuSign for signature once the student has been accepted into the program:

Mentor-student interaction is an integral component of the Scholarship Pathways Program. Medical students have the opportunity to learn from experienced faculty in their field of interest, and faculty mentors have the opportunity to involve medical students in their research, education, advocacy and community projects. Ideally, these relationships will last through medical school and beyond.

The agreement to enter into a mentor-mentee relationship should be done with mutual understanding of expectations and roles. The roles of mentor and mentee involve active participation including communicating, questioning, discussing, reading and sharing. A timeline of activities and expectations for both the mentor and student can be found in the mentor handbook and D2L.

Mentors and mentees should agree to meet on a regular basis. This can be accomplished in a variety of ways, though a face-to-face meeting must occur at least twice annually. Additionally, should either mentor or mentee feel the need to end the relationship for whatever reason, communication regarding this matter should be open, honest and respectful.

Specifically, the role of student mentee includes:

- Providing information about self, projects and goals
- Outlining ways in which the faculty member can be most helpful
- Communicating with mentor frequently via phone, email, or in person

Specifically, the role of faculty mentor includes:

- Providing information about field of interest, own career, current initiatives
- Providing guidance regarding student's summer project and other independent work
- Introducing student to key people and groups
- Encouraging student reflection on the field of interest during clinical rotations
- Participating in the evaluation of student's final abstract, poster, and manuscript in Pillar 3
- Communicating with mentee frequently via phone, email, or in person

## **Mentor Report Form**

The link to fill out the form electronically is emailed to mentors in Pillar 2 to provide the coordinators a brief description of the student's progress and/or any items of concern.

### **Sample Report Form**

1. Please provide a brief summary statement of the following, based on meeting with student.
  - a. Student's scholarly/research activities for the last year:
  - b. Student's progress in written communication (papers published, submitted, or in progress):
  - c. Student's progress in oral communication (talks, group meetings, poster sessions):
  - d. Has the student applied for/received additional project funding?
2. Give a general assessment of this student's progress during the last year.
3. Do you have suggestions for any special guidance or direction that the Scholarship Pathways Program should provide to the student?
4. Would you like to be contacted to discuss any issues or questions about the student or program?

## Letter of Recommendation

As the student enters Pillar 3, mentors are asked to submit a letter of recommendation to Dawn St. A. Bragg, PhD, Dean of Medical Student Affairs. The letter is very important for the student's residency applications, showcases their hard work, and is a topic of discussion during the residency interview process. The letter can be submitted directly to [Dawn.Bragg@usd.edu](mailto:Dawn.Bragg@usd.edu).

### Sample Letter of Recommendation

To the Dean of Students:

(Student) is a fourth year medical student at Sanford School of Medicine at the University of South Dakota. He/She has participated in the Scholarship Pathways Program for the past two and a half years. I served as his/her mentor during that time. (Student) designed and worked to complete a project entitled "\_\_\_\_\_" under my supervision. (Add a sentence or two about the project and the expected goals or benefits of the project.)

He/She spent the summer between his/her first and second years of medical school developing his/her project and then worked independently throughout the next 2 years. He/She participated in the 4-week Scholarship Pathways elective during which he/she was able to complete his/her project, finalize his/her abstract, poster and final scholarly product.

As part of the program, he/she participated in seminars and programs to develop leadership and presentation skills. He/She is preparing a final presentation at the Scholars' Research Symposium in May of 20\*\*.

His/Her papers or publications include:

My interaction with (student) is characterized by (\_\_\_\_\_\_). His/Her strengths are (\_\_\_\_\_\_).

I have enjoyed working with (Student) as his/her mentor. I have established a good relationship with him/her as a mentor over his/her time in the program. I recommend him/her highly.

Sincerely,

(Name)