



AMERICAN ACADEMY OF CLINICAL NEUROPSYCHOLOGY MENTORSHIP PROGRAM FOR STUDENTS

The following mentorship matching program was developed by the AACN mentorship task force of the Student Affairs Committee (SAC). Specifically, this program was developed in response to trainee feedback to survey questions in which mentorship was highlighted as a primary area of student satisfaction and dissatisfaction. The SAC mentorship program has been reviewed by the AACN Board of Directors as well as by members of other AACN Committees.

Attached please find a proposal which includes expectations of the mentors and mentees, guidelines to help adhere to the expectations, suggested communication prompts, and surveys which will be used to appropriately match mentors with mentees.

We are very open to suggestions about how to improve the program so please contact us with any questions or suggestions (contact: SAC Mentorship Task Force, aacnmentors@gmail.com).

Sincerely,
Student Affairs Committee Mentoring Task Force

Overview

The goal of the mentorship program is to provide guidance and support to clinical psychology doctoral students who wish to pursue the specialty of clinical neuropsychology but lack access to formal or informal mentorship through practicum supervision or academic faculty. The role of the student will be to initiate contact with the mentorship program coordinator, who will work collaboratively with the student and their primary faculty mentor to identify an appropriate mentor. The program coordinator will proffer an introduction between the student and their assigned mentor. The student and their mentor will collaboratively develop goals for the mentorship relationship and monitor the progress of these goals. The role of the mentor will be to provide accurate information based on professional experience and resources, help the mentee develop specific action steps for reaching mutually determined goals, and facilitate contact with other professionals when the mentor is unable to provide the mentee with necessary resources.

Mentors will be current AACN members, who are currently employed in either clinical or academic neuropsychology settings. Mentors must be either (a) board certified or (b) early career neuropsychologists with plans to pursue the board certification process.

Mentors will be assigned based on the mentees expressed interests and the mentor's report of available resources and interests. Examples of the role of the mentor may include: (1) providing insight into professional development processes for those without academic guidance for a neuropsychology career, (2) introduction and entry into the professional community, (3) research production mentorship, or (4) an objective voice about career goals and the steps to reach them. Mentors and mentees will complete survey forms and will then be matched based on the above criteria. While candidates may request a certain mentor, the AACN SAC mentorship task force will make final decisions about appropriate mentor/mentee matches.

Mentors donate their time and will be available to the candidate free of charge. Consequently, mentees must be cognizant of the fact that the mentor has additional responsibilities, and that some restraint is advisable in making demands on his/her time. Within that context, mentors are expected to be available for consultation at reasonable intervals, provide information and suggestions, and give constructive feedback in a timely manner. Mentees and mentors will provide feedback to AACN SAC in the form of survey data. Questions and concerns that need to be addressed otherwise can be sent to SAC Mentorship Task Force members (aacnmentors@gmail.com). Additionally, mentees will have the opportunity to nominate their mentors for the AACN SAC mentorship award.

Mentor Expectations

- Communicate with your mentee via phone, email, or in-person at a frequency that is realistic and mutually determined and be prepared for more frequent contact during busy times of the year (e.g. interview season for internship and postdoctoral fellowship).
 - Be aware that training opportunities often cluster around times of year that are busy for everyone in the field, so prompt your mentee early if you think your time will be limited during critical periods (e.g. internship interviews, job applications, etc.)
 - If you no longer have the time to communicate with your mentee once per month, alert the mentee and the SAC mentorship task as soon as possible so he/she can be paired with another mentor.
 - Make an effort to meet in person when possible. Check with your mentee about attendance at major conferences if you don't live nearby.
- Be prepared to offer guidance around applying for jobs, career paths, training decisions, , how to prepare for interviews, etc.
 - Try to identify specific short-term goals and create action steps. A lot of students may know where they want to end up, but lack knowledge about how to get there.
 - Not all mentees will have the exact same goals as their mentors. Your role may be to help the mentee find their own career path and help them connect with professionals who might be helpful.
- If your mentee doesn't have questions, don't be frustrated.
 - A lot of students don't know where to start. Review the suggested mentorship goals as a starting point
- As you feel comfortable, provide the student with help networking with other neuropsychology professionals.
 - Many students are not familiar with appropriate networking. If you feel comfortable, demonstrate good networking with appropriate boundaries.
- Offer to edit and view CVs and cover letters during application periods.
 - This may be the most practical role you can play in your mentees training experience. If you don't feel comfortable or don't have the time to do this, have some ideas in mind for others who might be able to review application documents and provide feedback.
- Always remain professional in communications with your mentee.
 - Any mentor or mentee who communicates in a disrespectful way will be excluded from the program.
 - If you feel you are not receiving professional communication, notify the SAC mentorship task force immediately.

Sample Mentorship Goals

- Identify your end goal (e.g. board certification in clinical neuropsychology) and create a timeline moving backward of realistic stepping stones that will move you to that goal (e.g. complete two-year postdoctoral fellowship in neuropsychology, complete APA approved internship with a specialization in neuropsychology).
- Identify the strengths and weaknesses of your CV (research, clinical background, professional involvement, etc.). Develop specific action steps you can take to improve your areas of weakness.
- For those applying for internship/postdoctoral/jobs, what are the most important factors for you when considering an opportunity (location, salary, specific research opportunities, etc.)? Consider how you might rank these factors when making decisions.

Mentee Expectations

- At the outset of mentorship, you should discuss preferred communication methods, as well as a reasonable schedule for meeting. Ideally, you should communicate with your mentor once per month via phone, email, Skype, or in-person.
 - Be sure you take the initiative to contact your mentor well in advance of deadlines. It might be a good idea to discuss busy times of year at the start of the mentorship. A good initial question for your mentor may be when should I start preparing for graduate school/internship/fellowship applications?
 - Always respond to a mentor's feedback or contact even if it's just a thank you or to let them know you don't need anything right now.
 - If you find you no longer have time to participate in the program, please alert your mentor and the SAC mentoring task force as soon as possible.
- Ask for guidance well in advance of applying for jobs or training opportunities.
 - All mentors are familiar with the field of clinical neuropsychology, although some may have a different emphasis than you are interested in. They should still be able to help with broad questions.
 - Your mentor may be able to put you in touch with a colleague who does share your specific interests.
- Take the opportunity to discuss potential career paths and choosing training opportunities well in advance of deadlines.
- Always remain professional in communications with your mentor.
 - Any mentor or mentee who communicates in a disrespectful way will be excluded from the program.
 - If you feel you are not receiving professional communication, notify the SAC mentorship task force immediately (contact: aacnmentors@gmail.com)
 - Upon completion of the mentorship relationship, be sure to end the relationship cordially (do not just disappear) in order to maintain professionalism.
- Understand that mentors are providing advice based on their personal opinions and experience. If you need information about specific requirements or deadlines be sure to obtain this information directly from the organizations involved (i.e. training sites, AACN, ABPP, etc.).
 - AACN or the SAC will not be monitoring mentorship communications and cannot guarantee any of the information provided. Remember that you are ultimately responsible for obtaining reliable information with regard to training requirements, deadlines, etc.
 - Always consult multiple resources when making career decisions. If additional materials are required many can be found at www.theaacn.org.

Sample Questions for Mentors

- What was your path to a career in neuropsychology? Did you specialize early or later in your graduate school career?
- If I want to obtain more research experience, where would be a good place to start?
- Given my CV and career goals, what are some specific steps you think I could take to improve my areas of weakness?
- What is the difference between different clinical careers (i.e. academic medical center, private practice, etc.)?
- Do I need to participate in an APA or APPIC approved internship to be a neuropsychologist?

AACN SAC Mentor Survey

NAME:	
CITY, STATE, COUNTRY OF RESIDENCE:	
PROFESSIONAL INFORMATION	
DEGREE:	<ul style="list-style-type: none"> a. Ph.D. b. Psy.D. c. Other: _____
BOARD CERTIFICATION(S):	
CAREER STAGE:	<ul style="list-style-type: none"> a) Early Career b) Mid Career c) Late Career
EMPLOYMENT SETTING: (indicate all that apply, including settings where you have previously worked)	<ul style="list-style-type: none"> a. Academic medical center b. Academic/research position c. Community medical center d. VA Hospital e. Nonacademic research center f. Private practice g. School h. Forensic/Medicolegal i. Other: _____
PRIMARY POPULATION OF INTEREST: (indicate all that apply)	<ul style="list-style-type: none"> a. Adults (18-65) b. Young children (0-6) c. Children (6-18) d. Older adults (+65)
Please indicate what percentage of time you spend in each of the following activities on an average week:	<ul style="list-style-type: none"> a. Clinical work: _____ b. Research: _____ c. Teaching: _____ d. Administration: _____
RESEARCH INTERESTS:	
# PEER REVIEWED PUBLICATIONS:	
EXTRAMURAL FUNDING:	
PRIMARY AREAS OF EXPERTISE (please choose 3)	<ul style="list-style-type: none"> a. Dementia/memory disorders b. TBI c. Epilepsy d. Movement disorders e. Cancer f. Stroke g. Rehabilitation h. Learning disability i. Intellectual/developmental disability

	<ul style="list-style-type: none"> j. NPH k. MS l. ALS m. ADHD n. Autism o. Other:
OTHER LEADERSHIP ROLES	<ul style="list-style-type: none"> a. Committee/Organization leadership: _____ b. Committee membership: _____ c. Training roles (i.e. training director): _____ d. Journal review: _____ e. Journal editor: _____ f. Grant reviewer: _____
PERSONAL INFORMATION (Please feel free to skip any questions you are not comfortable answering. These questions are asked only to provide trainees with mentors who have dealt with similar personal challenges, if requested)	
GENDER:	
RACE/ETHNICITY:	
SEXUAL ORIENTATION:	
MARITAL STATUS:	<ul style="list-style-type: none"> a. Single b. Long-term Partner c. Cohabiting d. Married
# CHILDREN:	
If you have children, what are their current ages?	<ul style="list-style-type: none"> a. 0-5 b. 6-11 c. 12-15 d. 16-20 e. 21+
MENTORSHIP GOALS:	
RANK THE FOLLOWING AREAS OF COMMONALITY THAT YOU FEEL ARE MOST PERTINENT IN MATCHING YOU WITH A MENTEE.	<ul style="list-style-type: none"> _____ Area of clinical interest _____ Area of research interest _____ Gender _____ Family/marital status _____ Geographic area _____ Research productivity _____ Leadership in professional organizations _____ Work-life balance _____ Disability status _____ Race/ethnicity

	<p>____ Sexual Orientation</p> <p>____ Nationality (e.g., Non-US Citizen)</p> <p>____ Other: _____</p>
<p>INDICATE TOP 3 DISCUSSION TOPICS OR CHALLENGES YOU FEEL COMFORTABLE ADDRESSING WITH YOUR MENTEE:</p>	<ol style="list-style-type: none"> 1. Marriage/childbearing decisions 2. Geographic limitations 3. Family responsibilities (partner job requirements, care of child or older adult, etc.) 4. Financial situation limiting training, professional, or academic opportunities 5. Lack of available mentors 6. Lack of mentors who were of similar gender, cultural, or social background 7. Lack of mentors with similar career goals 8. Finding an APA approved internship 9. Finding a postdoctoral residency that met Houston Conference Guidelines 10. Work/life balance (e.g., marriage, children, dual career, self-care) 11. Financial planning (e.g., student loan debt, salary considerations, billing issues, business skills) 12. Internship/Fellowship planning (e.g., geographic, financial, family, specialty considerations) 13. Career planning (part vs full time, research/clinical/teaching, VA, private practice, forensic, academic, medical, administrative). 14. Diversity (e.g., gender, racial/ethnic, disability, nationality) 15. Other: _____

AACN Mentee Survey

NAME:	
CITY, STATE, COUNTRY OF RESIDENCE:	
PROFESSIONAL INFORMATION	
DEGREE PURSUING OR EARNED:	a. Ph.D. b. Psy.D. c. Other: _____
PLANNING FOR BOARD CERTIFICATION(S)?	Y/N
LEVEL OF TRAINING	a. Student b. Intern c. Post-doctoral fellow/Resident
IDEAL FUTURE EMPLOYMENT SETTING:	a. Academic medical center b. Academic/research position c. Community medical center d. VA Hospital e. Nonacademic research center f. Private practice g. School h. Other: _____
PRIMARY POPULATION OF INTEREST: (indicate all that apply)	a. Adults (18-65) b. Young children (0-6) c. Children (6-18) d. Older adults (+65)
Please indicate what percentage of time you would like to spend in each of the following activities on an average week:	a. Clinical work: _____ b. Research: _____ c. Teaching: _____ d. Administration: _____
RESEARCH INTERESTS:	
# PEER REVIEWED PUBLICATIONS:	
PRIMARY AREAS OF EXPERTISE (please choose 3)	a. Dementia/memory disorders b. TBI c. Epilepsy d. Movement disorders e. Cancer f. Stroke g. Rehabilitation h. Learning disability i. Intellectual/developmental disability j. NPH k. MS l. ALS m. ADHD n. Autism

	o. Other (please elaborate):
HOW IMPORTANT IS LEADERSHIP IN PROFESSIONAL ORGANIZATIONS IN A MENTOR?	<ul style="list-style-type: none"> a. Most important criteria b. Important but less so than match for my clinical and research goals c. Important but less than match for my personal challenges and background d. Both b and c e. Not important at all
PERSONAL INFORMATION (Please feel free to skip any questions you are not comfortable answering. These questions are asked only to provide trainees with mentors who have dealt with similar personal challenges, if requested)	
GENDER:	
RACE/ETHNICITY:	
SEXUAL ORIENTATION:	
MARITAL STATUS:	<ul style="list-style-type: none"> a. Single b. Long-term Partner c. Cohabiting d. Married
# CHILDREN:	
If you have children, what age range were they when you attended graduate school/completed your training?	<ul style="list-style-type: none"> a. 0-5 b. 6-11 c. 12-15 d. 16-20 e. 21+
MENTORSHIP GOALS:	
RANK THE FOLLOWING AREAS OF COMMONALITY IN ORDER OF IMPORTANCE	<ul style="list-style-type: none"> ___ Area of clinical interest ___ Area of research interest ___ Gender ___ Family/marital status ___ Geographic area ___ Research productivity ___ Leadership in professional organizations ___ Work-life balance ___ Disability status ___ Race/ethnicity ___ Sexual Orientation ___ Nationality (e.g., Non-US Citizen) ___ Other: _____
INDICATE TOP 3 DISCUSSION TOPICS OR CHALLENGES YOU WOULD LIKE TO ADDRESS WITH YOUR MENTOR:	<ul style="list-style-type: none"> a. Marriage/childbearing decisions b. Geographic limitations

	<ul style="list-style-type: none">c. Family responsibilities (partner job requirements, care of child or older adult, etc.)d. Financial situation limiting training, professional, or academic opportunitiese. Lack of available mentorsf. Lack of mentors who were of similar gender, cultural, or social backgroundg. Lack of mentors with similar career goalsh. Finding an APA approved internshipi. Finding a postdoctoral residency that met Houston Conference Guidelinesj. Work/life balance (e.g., marriage, children, dual career, self-care)k. Financial planning (e.g., student loan debt, salary considerations, billing issues, business skills)l. Internship/Fellowship planning (e.g., geographic, financial, family, specialty considerations)m. Career planning (part vs full time, research/clinical/teaching, VA, private practice, forensic, academic, medical, administrative).n. Diversity (e.g., gender, racial/ethnic, disability, nationality)o. Other: _____
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