

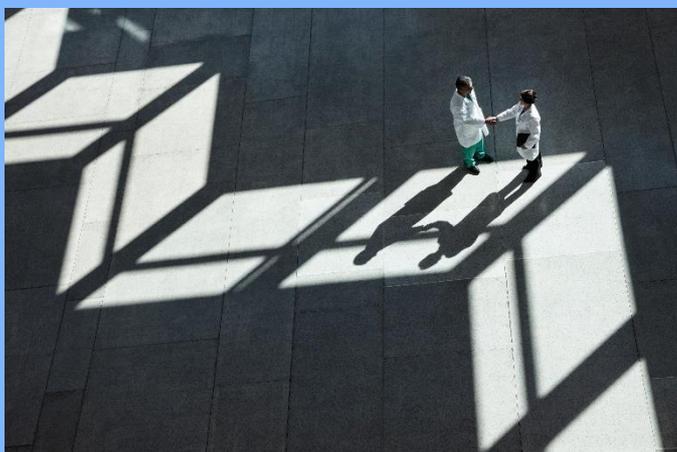
# Radiology Teaches<sup>®</sup>



## A MENTOR – MENTEE HANDBOOK

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## WHY JOIN RADIOLOGY-TEACHES?

### AS A MENTEE

- Learn key elements of radiology regardless of future desired specialty.
- Form relationship(s) with radiologists who are committed to mentoring medical students.
- Streamline publishing timeline.
- Create opportunity for more radiology-related projects or away clerkship(s).
- Learn the authoring process.
- Connect with other medical students.
- Highlight your Radiology-TEACHES work during residency interviews.
- Engage with the ACR.

### AS A MENTOR

- Commitment is less labor intensive than working with a trainee on an educational exhibit or research publication.
- Network with other mentors from different institutions.
- Build and develop effective mentoring and leadership skills.
- Gain exposure to the workflow and ACR network.



# MENTORING

## Roles and Responsibilities

### THE MENTEE SHOULD:

- ❖ respect the mentor's time.
- ❖ be open to feedback.
- ❖ communicate in a timely manner.
- ❖ share goals and motivations.
- ❖ listen and participate.
- ❖ take initiative.



### THE MENTOR SHOULD:

- ❖ be supportive, enthusiastic, and accessible.
- ❖ act as a role model, actively listen, be compassionate and nonjudgmental.
- ❖ provide feedback on ideas & questions.
- ❖ establish meeting frequency.
- ❖ guide the mentee in appropriate case selection.
- ❖ when applicable, other areas of mentorship may include:
  - Research
  - Career development
  - Work-life Balance & Wellness
  - Transitioning to new roles
  - Stress management.
  - Financial management
  - Understanding the ACR

### Role of the Radiology-TEACHES Program

- Match mentors and mentees and guide and grow the mentoring program.
- Offer resources and support case development.
- Recruit mentors and mentees from diverse, underrepresented groups.
- Develop strategies to support effective mentor-mentee relationships.

# MATCHING

- The Radiology-TEACHES mentoring team will facilitate matching which will be completed on a rolling basis.
- Most individuals will be matched as soon as possible, but if seeking a more specific mentor/mentee then it could take a bit longer to find the perfect fit.
- Matching is based on multiple factors, and we will try to accommodate specific requests, including location.
- We will have rolling zoom orientations for groups of new mentors.

**I'm a medical student. I'd like to work with someone at my local institution.**

**I'm a medical student without access to a radiology department. I need assistance finding a mentor.**

**I'm a resident or fellow interested in becoming a mentor.**

**I'm an attending interested in becoming a mentor.**

I'm a medical student. I'd like to work with someone at my local institution.

Do you already have a mentor in mind at your local institution? Wonderful! Make sure to register first to become an [author](#). On the intake form you can indicate the preceptor/mentor and their email address. Make sure to read on to get valuable information about the authoring process.

Looking for a mentor at your institution? Talk with your program director or coordinator on how to make that connection.

***Below is a helpful proposed checklist.***

**Set and prepare for the meeting:**

- Take responsibility for setting up a meeting (zoom or phone call) with your mentor to set goals and expectations.
- It may be helpful to send your CV to your mentor or an "about me" paragraph.
- Familiarize yourself with the authoring processes and content.
- Prepare a list of questions for your mentor.
- Reflect and incorporate your needs and interests.

**At the meeting:**

- Share your background.
- Share goals, career, and leadership aspirations.
- Discuss to-do items and realistic timeframes based on your schedule.
- Set next meeting date.
- Recap your "homework/to do" list.
- Express appreciation/gratitude.

I'm a medical student without access to a radiology department. I need assistance finding a mentor.

We are delighted to assist in matching you with a mentor for case creation for Radiology-TEACHES. Please make sure to register to become an [author](#) and you can indicate that you do not have a preceptor.

Once matched, you will receive an email confirmation with contact information.

***After the match, below is a helpful proposed checklist.***

**Set and prepare for the meeting:**

- Take responsibility for setting up a meeting (zoom or phone call) with your mentor to set goals and expectations.
- It may be helpful to send your CV to your mentor or an "about me" paragraph.
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I'm a resident or fellow interested in becoming a mentor.

Excellent! We are ecstatic to include residents and fellows as mentors. Many junior residents worry about qualifications to be a mentor. Residents, even R1 and R2, are in a perfect position to mentor and provide guidance. You may not have had a chance to truly stop and reflect on the vast amount of knowledge you have quickly accumulated since medical school. If at any point you feel unqualified, unsure, or doubt your skills, please do not hesitate to reach out to us (Dr. Lindsey Negrete, [Lnegrete@stanford.edu](mailto:Lnegrete@stanford.edu)) so we may better be able to address and meet your concerns

Complete the mentoring [sign up](#) (5 minutes) to get started.

***After the match, below is a helpful proposed checklist.***

**Prepare for the meeting:**

- Respond to the meeting in a timely manner.
- Consider the ways in which you are prepared to offer support. Consider preexisting commitments, limits, and available time.
- Review the mentee's CV, if provided.

**At the meeting:**

- Inquire about your mentee's own constraints (upcoming board exams or intensive rotations).
- Offer alternative resources or contacts when unable to meet some goals.
- Review and confirm commitments, consider a short-interval check in.

I'm an attending interested in becoming a mentor.

Wonderful! We cannot wait for you to join our mentoring squad. Matching will be based on different factors, and we try to match medical students with the same interests as your subspecialty if you indicated one on your mentor registration.

Complete the mentoring [sign up](#) (5 minutes) to get started.

***After the match, below is a helpful proposed checklist.***

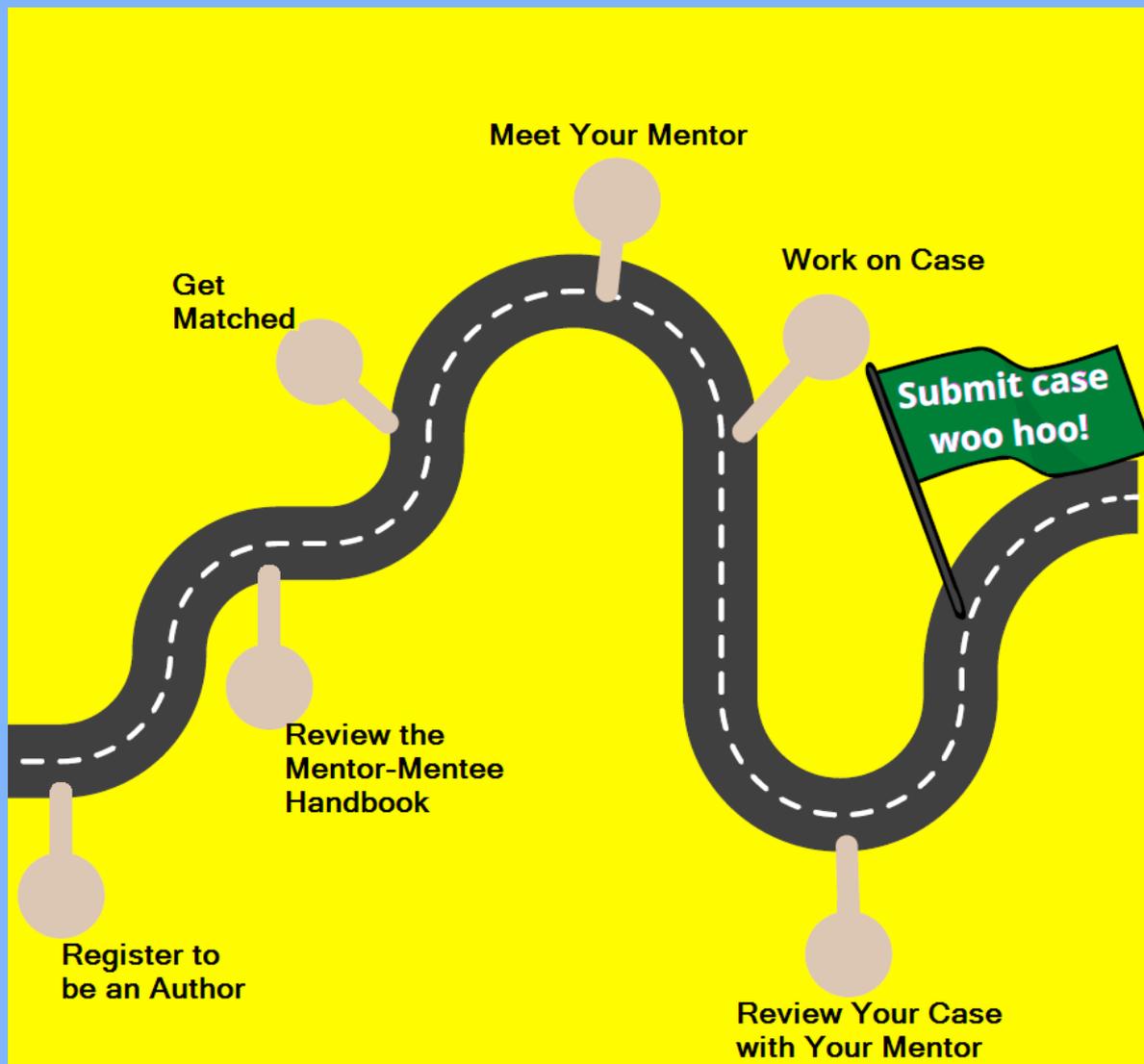
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- Offer alternative resources or contacts when unable to meet some goals.
- Review and confirm commitments, consider a short-interval check in.

# AUTHORING INFORMATION



## GETTING STARTED

- Register to become an [author](#).
- It is recommended that medical students [apply](#) for a free membership.
- Review the provided authoring resources especially the Style Guide and case examples.

# AUTHORING TIPS

Start by selecting a topic in the ACR Appropriateness Criteria Portal.

- Check the list of published topics and select a topic not published or a variant of that topic.
- Variants include age differences or a scenario where no imaging is used.

Determine the type of case you want to author.

- Basic Educational case requires no images
- Advanced Case requires imaging and a companion Case in Point Case
- Refer to the Style Guide and case examples for more information.

Follow the Style Guide for detailed information for your case.

- Include all required fields for each case type.

Enter your case into the Authoring Portal.

Review your case with your mentor before submitting.



# AUTHORING RESOURCES

- [Radiology-TEACHES website](#)
- [Authoring Portal](#)
- [Style Guide](#)
- [Basic Case Example](#)
- [Advanced Case Example](#)
- [Published Case Topics](#)
- [Authoring FAQ](#)
- [ACR Appropriateness Criteria Portal](#)
- [Case in Point](#)



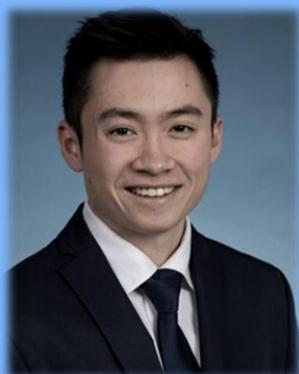
# MEET THE TEAM



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## DR. LINDSEY NEGRETE

Dr. Negrete is a clinical instructor in Body Imaging for the Department of Radiology at Stanford University. She is the founder of the Apple and Spotify audio and video podcast “Let’s Read Out! A Radiology Podcast”. Her passion for teaching first started when she was a biology laboratory instructor as a Stanford undergraduate student for which she earned her very first teaching award. At Stanford, she is the clerkship director for the core and advanced body imaging rotations. Her leadership also includes a role mentoring undergraduate students in the Stanford Immersion in Medicine Series (SIMS), a program developed by Dr. Negrete’s aunt in the Stanford Career Development Center. Dr. Negrete was first a SIMS shadowing mentee herself as a Stanford undergraduate student and now proudly serves as one of the physician mentors. She loves to find new and innovative ways to teach as she grows as an attending physician. Dr. Negrete is looking forward to leading the development and growth of the Radiology-TEACHES mentoring group.



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## DR. ANDREW NGUYEN

Dr. Nguyen is about to begin his internship at the University of Kentucky in Bowling Green. He will then become a diagnostic radiology resident at the University of Arizona. Up until his third year of medical school, he was interested in pursuing internal medicine until he discovered radiology during clinical rotation. From there, he received mentorship with Dr. Negrete and, through her, was able to dive into research projects, assist with her podcast, and ultimately solidify his choice to become a diagnostic radiologist. One of his first ever publications was through Radiology-TEACHES, and today he is honored to help contribute to the growth of the program, while also offering his insight as a recently matched resident.



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## DR. MARC WILLIS

Dr. Willis is the Associate Chair of Quality Improvement for the Department of Radiology at Stanford University. His interest in safety and high reliability began through his work with the aviation community as a U.S. Navy flight surgeon. He leverages this experience with his passion for quality improvement and teaching across the continuum of medical education to create innovative educational strategies and learning environments. He founded Radiology-TEACHES (Technology Enhanced Appropriateness Criteria Home for Education Simulation) in 2013 in collaboration with the American College of Radiology and National Decision Support Company, the program was recognized as a 2017 Teaching Value Innovator in the Creating Value Challenge by Costs of Care, the ABIM Foundation, and their partners (The Leapfrog Group, Association of American Medical Colleges, and American Hospital Association).

## FAQ



**Q: There is no residency program at my institution, can my mentee still benefit?**

A: Absolutely! For starters, mentors may be able to connect their mentees to colleagues or acquaintances at former programs or institutions they have trained. Additionally, we hope to have networking group events (virtual or in person).

**Q: My training and position are specialized, can I still be a mentor (e.g. I only do breast or IR)?**

A: Not a problem. Feel free to create content for any Appropriateness Criteria, particularly when applicable to your area of expertise. Other areas of consideration include health equity and patient-and family-centered care.

**Q: Q: I'm only a junior resident, can I still serve as a mentor?**

A: YES! As a junior resident, you are in a perfect position to guide a medical student in case development. To a medical student, residents serve as relatable role models. Do not let imposter

syndrome creep in! Though you are still in training, you have acquired so much that is invaluable to share. Being a mentor can be highly rewarding. Having a mentor has been shown to enhance motivation as well as productivity and potentially curb burn out.

**Q: Are there deadlines?**

There are no firm deadlines.

**Q: Can I switch mentors after completing a case?**

We will try our best to accommodate this request. We would like to make sure a medical student who needs a mentor gets matched in a timely manner.

**Q: Can mentors/mentees switch if the initial match is not a good fit?**

A major goal of the program is to help manage strained or failed mentor-mentee relationships and learn from the factors contributing to these scenarios. We certainly will allow mentees or mentors to change without judgment or repercussions.

**Q: How many mentees will I be assigned? What is the time commitment as a mentor?**

The number of mentees assigned to you will depend on your preferences and the number of cases you feel you can manage. It will also depend on your interest in engaging with the mentee on topics beyond authoring cases. As both mentors and mentees become familiar with case development and execution, the time commitment may be reduced. We anticipate approximately 4 hours per month for a mentor. This commitment is significantly

decreased from other opportunities as submitting abstracts or putting together conference abstracts with trainees.

### **Q: What is the time commitment as a mentee?**

We understand mentees are busy, too. On top of juggling clinical rotations, studying for board exams, staying healthy, familial duties, there are another hundred things on your to-do list. Like the mentor time commitment, we anticipate 4-6 hours per month.

### **Q: Does my mentor have to be an ACR member?**

ACR policy requests that all volunteers be an ACR member to participate. For medical students, ACR membership is free and the ACR encourages our authors become members-in-training.

### **Q: Can I access the Case in Point for Advanced cases?**

ACR Case in Point provides access to its archives for medical students. For the most recent and newest topics, ACR provides complimentary membership for medical students. Access to Case in Point will be imperative for the Advanced cases.

### **Q: How do I find Radiology-TEACHES on social media?**

Please follow us on Instagram and X! We'd love to also post about the mentor/mentee combos and their stories and journeys together.



# MENTOR- MENTEE OPPORTUNITIES

## ❖ Mentor of the Year

Nominations occur in late December to early January.

## ❖ Case of the Month

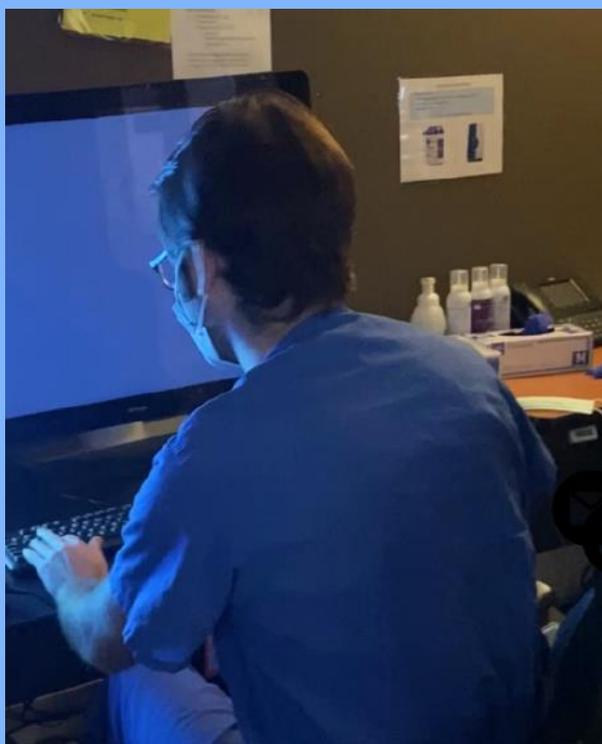
Cases are highlighted on social media.

## ❖ Case of the Year

Case is selected by the Radiology-TEACHES editorial board.

## ❖ Module of the Year

Case is selected by the Radiology-TEACHES editorial board.



# THANK YOU!

A big thank you to all the wonderful contributions in this manual from Dr. Negrete, Dr. Willis, and Dr. Nguyen. If you have any questions, comments, or concerns, please do not hesitate to reach out.

For questions about the Radiology-TEACHES program, contact [radiologyteaches@acr.org](mailto:radiologyteaches@acr.org).

For help with technical issues, email [cortexsupport@acr.org](mailto:cortexsupport@acr.org).

If you have ideas for future handbook versions, please contact Dr. Lindsey Negrete ([Lnegrete@stanford.edu](mailto:Lnegrete@stanford.edu)).