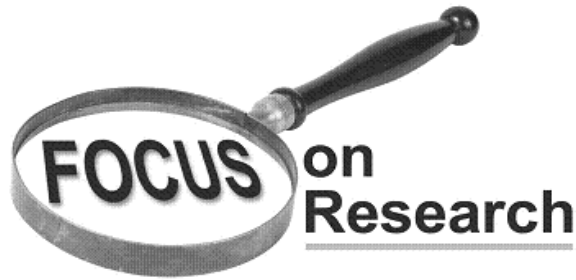


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Volume 2 #1  
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# MENTOR, PART II - The Quiz

In Part One of “Mentoring” we provided a discussion about successful mentorship programs. In part two we offer a quiz to see how knowledgeable you are about this facet of academic life.

### True or False

1. It is best if mentors are selected by the protégé.
2. Mentors and protégés usually work together for many years.
3. Mentors and protégé pairings work out best when they have similar interests and styles.
4. Mentoring works best when it is an informal process.
5. It is generally believed that it is better if the protégé’s boss is not his/her mentor.
6. Same gender pairings usually work out best for a mentoring relationship.
7. Mentoring can help acclimate the protégé to a new environment.
8. A mentor can sponsor and coach activities that will foster and promote growth.
9. Mentoring usually works best without any processes to get in the way.
10. Mentoring is only for fast-trackers.
11. One of the major roles of a mentor is a counselor.
12. Mentoring is a significant investment of time for the mentor.
13. To be successful, mentoring must be done face-to-face.
14. Anyone can be a successful mentor.
15. Mentors generally report receiving significant benefits of working with a protégé.
16. Protégés generally earn more money than their peers in similar positions.
17. Protégés are generally more satisfied with their careers than their non-mentored peers.
18. The mentor/protégé relationship should be open so that the protégé can talk about any subject.
19. Everything in the mentor/protégé relationship should be focused on the issue of the development of the protégé.
20. Mentoring should be listed on the protégé's individual development plan.
21. The protégé's boss is not really involved in the mentoring process.

Answers on Page 2

## Save the Date

### September 12

*State of HPD research  
with Dr. Patrick Hardigan*

*IRB rules and processes  
with Dr. Teri Hamill*

### September 25

*Millennial students  
with Dr. Sarah Ransdell*

### October 16

*Technology transfer  
with Dr. Gary Margules*

## Quotable Research Quotes

*There is nothing like looking, if you want to find something. You certainly usually find something, if you look, but it is not always quite the something you were after.....* J.R.R. Tolkien, English Writer and Author, 1892-1973

*Do not put your faith in what statistics say until you have carefully considered what they do not say.....* William W. Watt

*The most exciting phrase to hear in science, the one that heralds new discoveries, is not “Eureka!” (“I found it!”) but rather “hmm . . . that’s funny . . .” .....* Isaac Asimov

*Contrary to what Asimov says, the most exciting phrase in science, the one that heralds new discoveries, is not ‘Eureka!’ or ‘That’s funny . . .,’ it’s ‘Your research grant has been approved.’ .....* John Alejandro King, a.k.a. The Covert Comic



**Steve Bowen, M.D., MPH**  
Public Health and Preventive Medicine

### ***Focus of Work***

Since I arrived at NSU COM in March of 2005 I have, in collaboration with my wife, Dr. Isa Fernandez, Director of the Behavioral Health Promotion Program, engaged in HIV prevention research focusing on people at high risk for or who have HIV infection. Because Hispanic people are the majority in Miami-Dade County and are an increasing part of the population in Broward County, our bilingual team has emphasized HIV prevention among Hispanics and especially among men who have sex with men who are at very high risk. Our team has developed and is testing the effectiveness of both group-based and individual cognitive behavioral interventions to reduce risky sexual behaviors as well as use of illegal drugs. In one of the studies we will test the internet as a delivery modality for a

# **Featured Researcher**

motivational enhancement interviewing (MEI) intervention directed to individuals. In addition, since 2005 I have been the Director of Graduate Education Programs at COM. In this position I foster the development and expansion of two dynamic and growing programs, the Master of Public Health Program and the Master of Biomedical Informatics Program. In 2008 I began teaching a second level course in epidemiology entitled “Epidemiology of Diseases of Major Public Health Importance.” I have been energized and gratified by the interaction with students in the classroom; they have taught me as much as I have taught them.

### ***Educational Background and Career Trajectory***

I am a public health physician with a BA in Zoology from University of California, Berkeley, an MD degree from UCLA School of Medicine, and my MPH from UCLA School of Public Health. I worked for 19 years as an infectious disease epidemiologist for the Centers for Disease Control and Prevention with special emphasis on the life cycles and epidemiology of zoonotic and vector borne diseases. I was the lead investigator on numerous outbreak investigations both in the US and abroad including Lassa fever, HIV, measles, Echo 11 viral meningitis, hepatitis A, shigellosis, Venezuelan encephalitis, St. Louis encephalitis, California encephali-

tis, Lymphocytic choriomeningitis, Lyme disease and Colorado tick fever. During the last eight years of my federal career I managed HIV prevention programs funded by CDC through state and local health departments and then served as the Director of the Ryan White CARE Act program for HRSA. This program provided funds to states and cities for outpatient HIV treatment. After retiring from the federal government I worked as a hospital epidemiologist and infection control coordinator for the North Broward Hospital District and managed their grant-funded HIV treatment program. I also collaborated with Dr. Fernandez as she developed her Behavioral Health Promotion Program at the University of Miami.

### ***Reasons for Coming to NSU***

I considered the opportunity to come to NSU COM to continue our HIV prevention research and teach in the MPH program as a great opportunity to expand NSU’s emphasis on research, to mentor students and faculty, and contribute to the scientific life of our institution. I appreciate the teaching responsibility and interaction with students. I take seriously the obligation of health professionals in the later stages of their careers to teach the values and skills they practiced to further the public health to younger colleagues who will have the public’s future in their hands. This is a sacred trust and bond between generations of health professionals including physicians.

## **MENTOR, PART II - The Answers**

*Mentor—continued from page 1*

1. False. Generally speaking, those seeking out mentors choose people they “like,” as opposed to someone that will help them develop in targeted areas. Often, being paired up according to needs and talents of mentors and protégés works better.
2. False. Research has shown that the most effective length of a mentoring relationship is between 6 months and 2 years.
3. False. It’s nice if they do, but the purpose of the relationship is developmental, so similarity of interests and styles is not necessary, and often, both learn more when styles and interests are dissimilar.
4. False. While the process should not be too rigid, it works better when there are some guidelines like the ones given to you. This helps set expectations and roles for both parties.
5. True, for two main reasons. First, it is often better to have an outside perspective, one that is not influenced by day-to-day demands and deadlines, to help mentor and coach. Second, protégés need to feel comfortable in discussing their developmental opportunities, something that many employees would prefer not to do with their direct manager.
6. False. No evidence appears to suggest this. Often, the diverse perspectives of an opposite gender pairing enriches the outcome.
7. True. This type of targeted mentoring is very useful for helping protégés get on board more quickly in terms of processes, contacts, business objectives, and so forth.
8. Absolutely, in fact that is one of the primary outcomes of the relationship.
9. Not really. There is a balance between informal interactions and a targeted outcome. Therefore, some structure like that provided

*Continued on page 3*

- to you here has been found to be most effective.
10. False. Mentoring can be for everyone. The most important element is to match up needs of the protégé with the skills and abilities of the mentors.
  11. False. The mentor is not to be a counselor. There may be occasions to discuss approaches to certain situation, but the outcome of the relationship should be developmental.
  12. Not necessarily. Often, mentors are extremely busy people, and are asked by many others to act as mentors to them. Therefore, their role should be to provide guidance and direction to the protégé, and the amount of time invested by both parties should be agreed up front.
  13. Not true. Though initial sessions are most beneficial done face-to-face, subsequent sessions can be done just as effectively virtually with good results.
  14. True. A mentor must possess certain skills, experiences and abilities that can help a protégé, must have good coaching skills, and view the time spent with their protégé as a valued investment.
  15. True. This is commonly reported; benefits include learning about different parts of the organization, and satisfaction in helping others. Most mentors also experience personal growth by learning something unintended from the protégé.
  16. True. This may be because people who seek out mentors are more focused on their careers, but research has shown that people that do engage in mentoring relationships do earn more than their counterparts.
  17. True. Research supports this. Again, it could be for a variety of reasons—sense of control, better feedback, improved skills, etc.
  18. True. Mentoring relationships should be focused; ground rules should be established up front. These should include what should and should not be discussed in the sessions so that both parties are clear.
  19. True. The scope of the mentoring relationship should be decided upon up front. Once these objectives are met, the relationship should conclude.
  20. True—and the protégé’s department head should be aware of the mentoring relationship and progress.
  21. True. While not involved in the actual sessions, the mentor should periodically talk with the supervisor about development opportunities, etc. Also, the supervisor should ask the employee how the mentoring is going.

## Statistical Issues in Clinical Trials

*Please join us in October for the first of five lunch-time seminars.*

**Agenda**

- ◆ Statistical issues in clinical trials: Design, conduct, and analysis
- ◆ Statistical analysis: Exploratory versus confirmatory
- ◆ Interpretation: Subgroups, post-hoc analyses, and regression to the mean
- ◆ Adaptive methods controversy: Monitoring guidelines and enrichment designs

*Look for an email update on these exciting seminars!*

Look for  
the next issue  
of F.O.R.  
in October

**The Office of Research in the Health Professions Division provides support for the faculty and staff of the Health Professions Division in their efforts to obtain and conduct research, while ensuring compliance with NSU policy, sponsor policy, and applicable law.**

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# JUNE, JULY AND AUGUST HPD RESEARCH APPROVALS

## J U N E , 2 0 0 8

COLLEGE	INVESTIGATOR	PROTOCOL TITLE	SPONSOR	AMOUNT
Dental Medicine	Franklin Garcia-Godoy	A Study to Assess Clinical Gingivitis Following the Use of an Experimental Treatment	Proctor and Gamble	\$20,000.00 For one year
	Franklin Garcia-Godoy	The Formulation of Non-Caustic Oral Disinfectants from Plant Extracts	NSU-HPD	\$3,000.00 For one year
	Peter E. Murray	Tissue Engineering Research at NSU	NSU President's Faculty Research Development	\$10,000.00 For one year
	Oscar Sotsky	Survey: Why Parents Seek Orthodontic Treatment for their Children	NSU-HPD	\$1,400.00 For one year
	Ines Velez	Cryopreserved Amniotic Membrane for Modulation of Periodontal Soft Tissue Healing: A Pilot Study	NSU President's Faculty Research Development	\$10,000.00 For one year
Optometry	Annette Bade	Feasibility of Adult Convergence Insufficiency Treatment Trial Study	NSU-HPD	\$2,150.00 For one year
	Marlow Hernandez	The Effect of Perceived Stress on Mental and Physical Health	NSU-HPD	\$3,063.00 For one year
Pharmacy	Michelle A. Clark	Angiotensin III Regulation of Mitogen Activated Protein Kinases in Astrocytes	NSU President's Faculty Research Development	\$10,000.00 For one year

## J U L Y , 2 0 0 8

COLLEGE	INVESTIGATOR	PROTOCOL TITLE	SPONSOR	AMOUNT
Allied Health and Nursing	Wendy Thomson	Comparing Student Achievement Utilizing High Fidelity Human Patient Simulation Versus Traditional Teaching Strategies in First Year Entry Level Baccalaureate Nursing Students	NSU-HPD	\$5,000.00 For one year

## A U G U S T , 2 0 0 8

COLLEGE	INVESTIGATOR	PROTOCOL TITLE	SPONSOR	AMOUNT
Allied Health and Nursing	Dawn Brown-Cross	A Comparison of Clinical Wound Surface Measurements versus Computer Planimetric Measurements	NSU-HPD	\$2,500.00 For one year
Dental Medicine	Evren Kilinc	Evaluation of Marginal Adaptation in Subgingival Class II Direct Restorations: Influence of Different Restorative Techniques on Microleakage	NSU-HPD	\$4,000.00 For one year
	Glorimar Llavona	Optimizing the Survival of Dental Pulp Stem Cells within Delivery Scaffolds for Regenerative Endodontics	NSU-HPD	\$2,500.00 For one year
Medical Sciences	Andrew T. Mariassy	Characterization of the Carbohydrate Alterations in the Remodeling of Lower Airways in Asthma	NSU-HPD	\$5,000.00 For one year