



Notes from the Department Chair

Mentorship

Anyone who knows me well or who has spent a lot of time with me has probably heard me talk of how important mentorship has been to my career and, frankly, to my life. I do not believe I would have found any success without the influence of strong mentorship along the way. I believe our leaders will have a lot to say about mentorship in this edition. I am very proud of all the great mentorship that goes on in our department every day. My focus in this article is on the receiving end of mentorship - *how to be a good mentee*.

First, it takes a significant amount of *humility* to be open to receiving mentorship, and guidance. We need to accept that we are not perfect and have room to grow and improve. We need to accept that others (our potential mentors) may have a perspective we have not thought of before. We must be open to different perspectives. We must be willing to learn from our mentors. This means we need to be teachable and coachable. We also need to be willing to share our struggles and challenges with our mentors. This helps our mentors know where to focus on their mentorship work.

Second, being a good mentee is tough work, and the harder we work and the more active we are as a mentee, the more we will get out of the process. It takes *initiative* to be a good mentee. We often may have to seek mentorship out. We need to *actively listen* to our mentors. We need to *set goals* for our personal growth. We need to *follow through* on agreed upon action plans. We need to *share* our successes and failures.

Finally, *mentorship is a gift*. Therefore, we must *show our gratitude* to our mentors - often. There are a lot of ways to show our gratitude to our mentors - recognizing them when we receive attention for our success; nominating them for awards. Our success will reflect back positively upon them, sharing the giving and mentoring culture they exude with others. But I have found that just saying a personal thank you for their gift or writing a simple thank you card is always one of the best ways. Because all of us are better off with good mentors, we should try to *pay the gift forward* by working hard to extend the gift of mentorship to others around us.

Thank you for helping us develop a mentoring culture in your department.



Jon A. Lehrmann, MD
Charles E. Kubly Professor and Chairman
Department of Psychiatry and Behavioral Medicine MCW
Associate Chief of Staff for Mental Health, Milwaukee
VAMC



Notes from Administration

Mentoring at MCW

My career at MCW (almost nine years) has been shaped by opportunities to be mentored by generous colleagues who have been in my shoes and offered to lend their support.

My first role at MCW was within the central finance office as a budget analyst. I quickly learned just how complex the organization is, as the team frequently joked about the learning curve being a minimum of one year. I had a teammate who offered to mentor me to help me understand the "lingo" of MCW finance - its own language, really! Without a guiding hand, it would have been impossible to wrap my arms around not only the annual budget process, but also the tips and tricks she had learned in her tenure at MCW so I could feel like I was not always starting from zero. The foundational knowledge I gained by aligning myself with a veteran MCW employee was invaluable.

As I moved on to my next role in finance in the Department of Anesthesiology, I leaned on several mentors for support, knowing that working in a department would be very different from central finance. Luckily, my boss at the time had also come from central finance, so we shared a similar background. She understood my approach and was able to help me "translate" that to best serve the needs of the department. I was also lucky enough to be included in an informal group mentorship with peers within other departments (including Gary Koenig!) to help share knowledge and guidance.

Now as I have joined Psychiatry, I continue to lean on my peer mentors for advice and support. In such a large organization like MCW, it can be such a challenge even to know where to begin when a question arises. Having someone to point you in the right direction, give you the name of a resource to troubleshoot with, or bounce ideas off of goes such a long way to make you feel like you are not stuck alone on an island.

More often than not, I have found that people are very willing to mentor each other here if you just ask, which is part of what makes MCW a great place to work.

Brenna Cannon
Associate Department Administrator
Department of Psychiatry and Behavioral Medicine;
MCW



Clinical Notes

Clinical Mentorship

I have always viewed the experience of clinical mentorship as distinct from clinical supervision. Formally recognized supervisors are assigned to learners at all stages of clinical training. This differs from clinical mentors, who are often selected by mentees and with whom the relationship is more informal. Supervisors help ensure that individuals are competent to practice, while mentors offer advice and guidance. However, the two are not mutually exclusive. A supervisor can act as a mentor and vice versa. I want to take this opportunity to talk about the importance of mentorship in clinical practice.

Successful mentorship can increase professional satisfaction, improve confidence, and enhance academic productivity. To accomplish this, mentorship must include a sense of reciprocity and respect. Through these shared values, mentorship helps ensure the mentee's development. Clinical mentors help guide their mentees toward identified goals and provide the support necessary to achieve them.

This guidance must be individualized to the mentee's personal and professional goals. For example, one such goal could be to help develop leadership skills. In this scenario, the mentor could sponsor, expose, and provide challenging assignments to develop the appropriate skill set. By aiding the mentee through these experiences, the clinical mentor may enhance the mentee's sense of competence, identity, and effectiveness.

The mentorship must be flexible and personalized because the mentee's specific needs vary depending on their stage of life and career. This often leads to a mentorship relationship that, by necessity, is constantly evolving to meet the needs of the mentee's stage of professional development. Initial mentorship topics may center on clinical strategies to succeed as a new clinician, whereas later conversations may focus on career planning. The relationship should adapt to the challenges faced by the mentee. A clinician mentee may require multiple mentors to address specific individualized needs.

Over the decades, I have appreciated various mentors and different times in my career providing role modeling, acceptance, and confirmation. At times, mentorship also included professional counseling and support. However, mentors must also balance the support inherent in the mentee-mentor relationship with insightful and purposeful challenges to ensure professional development.

Mentorship relationships may last for years and evolve into friendships; however, termination may also be necessary to help ensure continued professional development. This is especially important if a mismatch develops between the mentor's knowledge or skills and the mentee's future goals. At such times, mentoring relationships should be able to come to a natural and mutual conclusion. I hope others in the department are experiencing the same benefits of clinical mentorship that I have had over the years.

Tom Heinrich, MD
Professor and Executive Vice Chair
Vice Chair of Clinical Affairs Consultation-Liaison Psychiatry
Division Chief Psychiatry and Behavioral Medicine; MCW



Faculty Development

The Importance of Mentoring

Our department is one of the select across MCW to have a formal mentoring program. This program offers all new faculty in the department a connection during their first year, and also holds potential for expanding to support a wide array of mentoring activities. None of that work would be possible without the service and dedication of an amazing group of faculty who commit their time and effort – these are their voices:

"Mentoring matters to me because mentoring was critical to my professional success as someone who did not have traditional training for my role as a researcher. I consider mentoring to be a matter of equity. Mentors allow persons with diverse experiences and backgrounds to develop the expertise, professional networks, and opportunities to succeed." Carol Galletly, JD, PhD

"In recognizing the importance of my own diverse, invaluable mentorship experiences across my psychology training and career thus far, I wanted to dedicate time to creating such experiences for new faculty here at MCW. Starting a new job is often a time of change, uncertainty, vulnerability, and excitement. Taking some of the burden off new faculty members to find/seek out/connect with a mentor by establishing formal channels for mentorship like the program we have within the department is critical to helping new faculty effectively navigate this challenging period. Hearing from participants about the program's usefulness and value continues to reinforce my participation on the mentoring committee." Jessica Brundage, PhD

"Having been on the receiving end of generous, career-shaping mentoring, I've realized how important it is to continue this bidirectional learning, both as a mentor and as a mentee. It is almost always more rewarding than you would expect, and it's a natural extension of why we're in academia: to help those who come after us, and to expand our own knowledge, always." Rosa Kim, MD

"I have personally benefited from incredible mentors while at MCW and want all new faculty to have similar support and mentorship. I'm particularly passionate about helping ensure appropriate mentorship is available for women, people of color, and sexual and gender minority individuals." Katherine Quinn, PhD

"Throughout my career, I have had some wonderful supervisors but never had an "official" mentor. I feel that this would have been really valuable to me over the years. A mentor helps identify and highlight resources and opportunities to explore, and helps you grow as a clinician, teacher, researcher, and MCW faculty member. I appreciate the commitment [to this] mentoring program, and I am very excited to be part of this committee!" Amy Ridley Meyers, PhD

"My career and personal development have been influenced in invaluable and meaningful ways by mentors both more advanced than my own career stage as well as peers. I strive to similarly contribute to the paths of others by serving as a mentor to individuals and contributing on a systems level through my role as Associate Vice Chair for Faculty Development and involvement in the Department's Mentoring and Appointment, Promotion, and Tenure (APT) Committees." Heather M. Smith, Ph.D., ABPP

If you want to add your voice to this incredible team, please let us know – we welcome everyone passionate about mentoring!

Jennifer Apps, PhD

Professor

Vice-Chair of Faculty Development

Department of Psychiatry and Behavioral Medicine; MCW

-and-

The Department of Psychiatry and Behavioral Medicine Mentoring Committee



Notes from Education Mentorship in Education

"What Would Wichman Do?" is emblazoned on one of my favorite coffee cups, gifted to me by a group of Consultation- Liaison Psychiatry fellows years ago. It makes me smile every time I see it, remembering the trainees who first coined the phrase, as well as all those that have muttered it after.

Mentorship is paramount within Education. While faculty can educate with formal didactics, observation, and demonstration of clinical skills, mentorship provides professional socialization, career guidance, personalized learning, feedback, role modeling, and (perhaps most importantly!) emotional support. Mentors promote their mentees directly and utilize their influence and connections to support their mentees goals and vision.

The best mentors champion their mentees visibility by using their own platform and reputation as a medium for exposure. Mentors actively model behavior and involve their mentees in experiences that enable their advancement – essentially, mentors should work to bring their mentees up with them. Mentorship should not end when formal education ends; if anything, professionals in their early-to-mid career need mentorship to aid with navigation in career planning, adjusting to the demands of a career, and beginning to mentor on their own. Mentorship is essential at all stages of a career. If you are unable to identify a mentor (or two!), please do not hesitate to reach out! It would be my privilege to support you in identifying a mentor.

My mentees are the reason that I have continued in education for my entire career. The joy and pride that I feel in seeing their accomplishments surpasses how I feel about my own. While my coffee cup reminds me of my own mentees, just as importantly, it reminds me of my own mentors, Drs. Thomas Heinrich, James Rundell, and Linda Worley who embodied all these qualities that I hope that I am emulating for my own mentees.

Christina L. Wichman, DO
Professor
Vice Chair of Education
Department of Psychiatry and Behavioral Medicine; MCW



Notes from the Tosa Clinic Mentorship

"None of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody - a parent, a teacher, an Ivy League crony, or a few nuns - bent down and helped us pick up our boots." Thurgood Marshall

As I look back at my academic and work life, I am grateful to those who gave of their time to share their experiences and wisdom. I have benefitted greatly from the contributions of others and their interest in my personal life, my goals, and my career. I have, in turn, strived to prioritize mentoring as one of the most important aspects of my job, especially as it relates to the front desk staff. Ideally, the mentorship relationship encourages and supports both the mentor and the mentee. Transparency, open and regular communication, bidirectional feedback, and sincere caring all positively contribute to the mentoring process. Long-term success is about valuing and investing in people.

At Tosa, it is often the behind-the-scenes front desk staff that serves as the engine and foundation to the entire clinic operation....and the department. The key to our success is hiring good people, developing, and growing talent, and putting them in the position to succeed. Just this past year, three members transitioned into new upper-level positions within our department. This happened, I believe, in large part due to mentoring. As positions have become available in other areas of the department or MCW, team members were positioned well for promotion to a larger role or responsibility.

The clinic environment is one of acceptance, support, and respect. It is our commitment to invest in staff success. We cannot do it without them. We need them. And we will give them every tool to succeed: open doors, approachability, accessibility, formal and informal on-the-spot mentoring (huddles), and sincere caring. It brings tremendous joy to see people succeed within their current job or when moving on to bigger and better. Promoting continued education and training, offering development opportunities, and having exposure to other areas of the department, MCW, or community all play into building self and having a vision for the possibilities.

Mentoring takes time and requires a conscious commitment to be available to listen, guide, support, and learn. Invest in people, and they, in turn, will invest in others.

Dawn Driscoll
Quality Analyst II
Department of Psychiatry and Behavioral Medicine; MCW



Well-Being and Mentorship - a bidirectional relationship

The effects of mentorship on Well-Being

While it is common for people to become mentors to help inform the next generation and for mentees to seek mentorship in order to obtain career support and guidance, did you know that being a mentor or a mentee can be good for your well-being? Research has found that mentee's report high satisfaction in a structured mentorship program and that it has a positive impact on their stress level, morale, sense of support, job satisfaction, and psychosocial well-being compared with those without mentors.¹ Other research found that mentors report positive emotion, engagement, positive relationships, meaning, and accomplishment from their experience – although it is most important for there to be a healthy mentor-mentee fit.² Additionally, organizations that support mentorship, by reducing mentor and mentee workloads due to the time and effort that mentorship entails, can positively affect well-being and reduce burnout.³

Well-Being as a topic within mentorship

What is important about self-care and well-being for mentors and mentees? One might say that if the mentee is a rocket ship, and mentorship is the launching pad, then well-being is the fuel without which no launch may occur (or worse yet, a launched rocket may burn out). There is a growing body of literature that would support the theory that effective mentorship (along with self-efficacy, i.e., 'Well-Doing') prevents burnout within the spectrum of health care professionals.^{4,5,6}

Consider starting your next mentorship session by dedicating the first 5 minutes to checking in with each other (both mentor and mentee!) about each other's well-being- either informally or by using a validated screening tool such as <https://app.mywellbeingindex.org/assess>.

Be well!

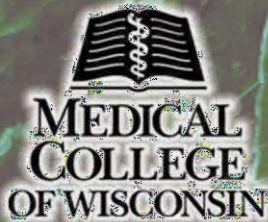
Himanshu Agrawal, MBBS, DF-APA
Vice Chair of Well-Being

Lawrence Miller, PsyD
Associate Vice Chair of Well-Being

Department of Psychiatry and Behavioral Medicine; MCW

References:

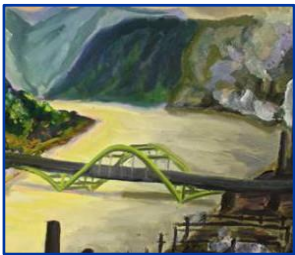
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PSYCHED is a publication of the Department of Psychiatry and Behavioral Medicine Medical College of Wisconsin

Jon A. Lehrmann, MD
Chairman and Professor

Editorial Team:
Joy Ehlenbach
Dawn Norby



Professionalism is not about wearing a suit or white coat, or carrying a briefcase— but rather about conducting oneself with responsibility, integrity, accountability, and excellence.
~Dean Kerschner

For more information, visit the Department website:

www.mcw.edu/psychiatry.htm



Research Notes

THE HISTORY OF THE CENTER FOR AIDS INTERVENTION RESEARCH (CAIR)

Everyone who I have ever met who is successful in carrying out research has been personally mentored by someone else in how to do it. No one is born with the skills needed to plan, conduct, and interpret research, and academic courses, books, and guides about research are never sufficient in themselves to enable someone to become successful in doing research, whether the research is a small part of one's professional life or is the main focus of a career. In my experience, and like in many other aspects of our careers, mentoring relationships are critical to professional development. Some things that I have noticed about mentoring and effective mentors...

Observations for Those Seeking Research Mentorship

If at all possible, seek out mentorship from someone who is already active in a research area that is of interest to you. One of the best ways to “learn the ropes” of research in an area is to join the team of an experienced colleague already working in an area in which you share interests. Especially, seek out opportunities to participate in research planning meeting with your potential mentor, learn the research literature in that area, and begin to form impressions about what is known—and what is not yet known—in the area in which you have interest. Your potential mentor will be impressed if you have taken the time to read the published literature in the area, including—of course—publications authored by the potential mentor. Be prepared to spend real time on this. If you are asking a more experienced researcher to devote his or her time to helping you develop or refine research skills, you must show that you are willing to devote a lot of your time to the same goal.

Observations for Those Providing Research Mentorship

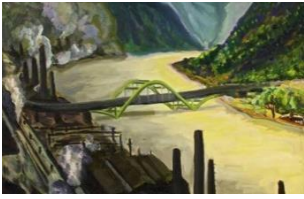
Mentoring others at earlier stages of training or career development is the way we can ensure that there will be a pipeline of new talent able to address important health research needs of the future. Mentoring is a responsibility we all have to advance the scientific field. But, mentoring others is a way to keep our own careers fresh and to continue our own learning because those we mentor can invigorate us with new ideas and perspectives different than our own.

Good mentors share experiences but are careful not to attempt to clone others to be just like themselves. The world of research presents many challenges—studies that didn't work out right, manuscripts not accepted for publication, grants unfunded. These things happen to all of us. A big part of our job as mentors is to help others weather disappointments, maintain a healthy sense of academic self-esteem, learn from experiences, and continue to thrive.

Jeffrey A. Kelly, PhD

Professor of Psychiatry and Behavioral Medicine

Director, Center for AIDS Intervention Research (CAIR) and Health Intervention Sciences Group (HISG)



GETTING TO KNOW...

Faculty and Staff from the Department of Psychiatry and Behavioral Medicine



BRENNA CANNON

Associate Department Administrator,
Finance and Strategic Planning
Administration
Research Park Center

What is your educational background?

Graduate of St. Norbert College - degree in accounting.

How long have you worked at MCW?

I have worked at MCW for more than eight years. I started in Central Administration in the Budget Office, spent two years in Anesthesiology Administration, and have been with Psychiatry since March 2023.

Describe your typical workday.

Every day looks a little different depending on the time of the year and current deadlines. Pretty soon here, it will be a lot of time focused on the FY2025 budget and getting to know our new budget system.

What do you like most about your job—what attracted you to this field?

I am a numbers person, and I always have been, hence the accounting degree! I love that I can support the missions of MCW and the department by providing financial projections and guidance. I also love solving a mystery, so I enjoy having opportunities to deep dive into a question to find an answer and learn something while I am at it.

Tell us about life outside of MCW.

I have two sons – Russell (3) and Sam (6 months) – who keep me very busy! My husband and I love to travel, especially during summers at White Potato Lake and Lake Okoboji with our families.

Just for fun—what are your favorite movies, books, music?

I love all music, from classical to oldies to Broadway to current – there's not much I don't enjoy!

Tell us a fun/unique fact about yourself.

I almost majored in music in college. I grew up taking piano lessons, participating in the school band, singing, and even doing musicals in high school.



SARA KOHLBECK, PHD

Assistant Professor
Division of Suicide Research and Healing-
Comprehensive Injury Center

What is your educational background?

Bachelor of Science in Education, Master of Public Health,
PhD in Public and Community Health.

How long have you worked at MCW?

It will be nine years in April 2024.

Describe your typical workday.

There is no typical workday! My work is spread out through working on grant-funded projects, writing new funding proposals, teaching, serving on institutional and external groups, and managing my team. I love the variety each day brings!

What do you like most about your job—what attracted you to this field?

Suicide prevention is a passion for me, both personally and professionally. As someone who has struggled with mental health issues most of my life, I understand and feel connected to this work. Fusing a public health perspective with this work allows me to think broader about prevention, which gives me lots of hope!

Tell us about life outside of MCW.

I am married to my wonderful husband, Aaron, and together we have two children: Grace, who is 19, and Harrison, who is 14. We also have two rescue dogs, Brisco and Ollie. Our family loves seeing live music, watching movies, and playing board games. I love to knit, watch HGTV, and dream big.

Just for fun—what are your favorite movies, books, music? All of my favorites have changed over time, but right now, my favorite song is Hold Me by Fleetwood Mac. I know it's an older song, but I have to crank it up every time it's on. My favorite movie is Forrest Gump – there are so many good lessons in it, and the soundtrack can't be beat. I absolutely love the book Braiding Sweetgrass by Robin Wall Kimmerer – again, there are so many lessons, and it's written with such love and care.

Tell us a fun/unique fact about yourself.

I used to be a marathoner! I have run nine marathons and two ultramarathons. And then I turned 40, and my knees said, "No more!"



KAYLA MELNDEZ, CCMA
Medical Assistant II
Psychiatry Clinic
Tosa Health Center

What is your educational background?

After completing my high school diploma in 2008, I knew that I wanted to work in healthcare but wasn't sure which direction to go. After many (MANY) attempts to go back to school to finish ANYTHING and over ten years of working in healthcare support roles, I FINALLY completed my Medical Assistant program in August and passed my certification exam in September 2023!

How long have you worked at MCW?

It was one year on December 6, 2023, and I hope for many more years to come!

Describe your typical workday.

On a typical day, I (as well as Johnika, CCMA) start by working on medication refill requests and any miscellaneous paperwork sent to our clinic. We also room patients for our CCAPS clinic, obtain vitals for patients as needed by other providers, administer patient injections, and help with Spravato monitoring. No two days are ever the same – even if the schedules are identical. Each day presents different challenges, which allows me to utilize my problem-solving skills and makes my job exciting!

What do you like most about your job – what attracted you to this field?

What attracted me to Psychiatry was my own diagnosis of ADHD and my empathy for those who struggle with everything that comes along with it. What keeps me around is the satisfaction of knowing that I helped to make a small difference in others' well-being.

Tell us about life outside of MCW.

Outside of MCW, I am typically relaxing at home with my husband, Justin (a.k.a. Fez, long story), and our three cats, Kairi, Starfire, and Raven. On occasion, we also have my eight (going on 18) stepdaughter, Charlotte (Charlie). We enjoy playing complex board games, video games and just enjoying life together as "big kids!" I also really enjoy live music (mostly rock), so I try to support local live artists/bands.

Just for fun – what are your favorite movies, books, music? My favorite song: Bohemian Rhapsody – Queen. My favorite movie depends on my mood; it's usually a comedy.

Tell us a fun/unique fact about yourself.

My dad was in the military, so I have lived in many different states. I've gone to three elementary schools, two middle schools, and finally one high school when my dad left the Air Force.



TEACHING AWARD RECIPIENTS

- Jennifer Apps, PhD
- Erica Arrington, MD
- Rebecca Bauer, MD
- Sara Brady, MD
- Julie George, MD
- Benjamin Goldstein, MD
- Robert Gouthro, MD
- Thomas Heinrich, MD
- Steven John, MD
- Naciye Kalafat, MD
- Eric Kaplan, MD
- Andrew Kordus, DO
- Kathleen Koth, DO
- Sadie Larsen, PhD
- Jon Lehrmann, MD
- Sara Lindeke, MD
- Colleen Manak, MD
- Lawrence Miller, PsyD
- Julie Owen, MD
- Dhanvendran Ramar, MD
- Matthew Stohs, MD
- Christopher Takala, DO
- Lyndsey Wallace, PsyD



DEPARTMENT HAPPENINGS

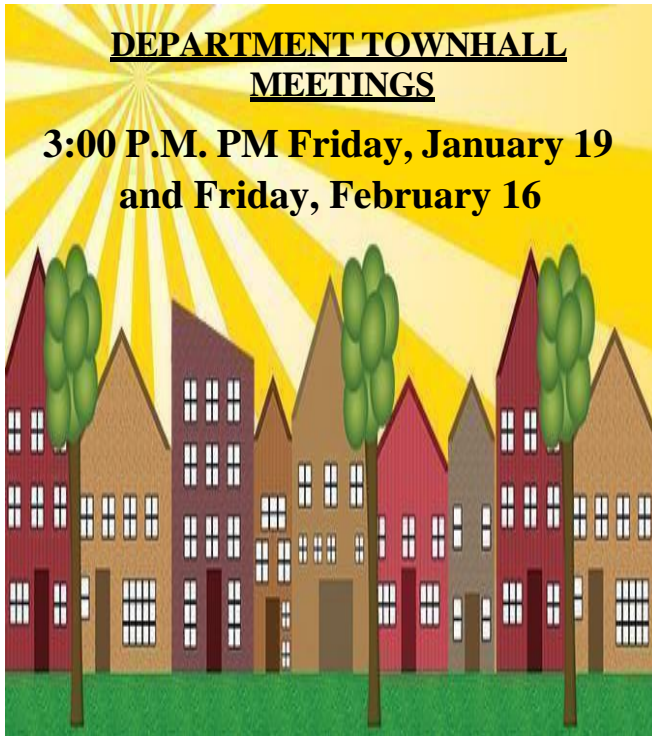
WE HAVE EXPANDED AND SOME OFFICES HAVE MOVED



**Tosa Health Center, 1155 N. Mayfair Road, 3rd floor, Milwaukee, WI 53226
Main location for our clinical offices.**



**Research Park Center, 10000 W. Innovation Drive, 3rd floor, Milwaukee, WI 53226
New temporary location for our Administration, Education and Research/Clinical
Trials offices.**



DEPARTMENT TOWNHALL MEETINGS

**3:00 P.M. PM Friday, January 19
and Friday, February 16**

In Memory



**Ikar Kalogjera, MD
1945-2023**