

Great Evidence in Medical education Summary (GEMeS)

By Teresa M. Chan (McMaster)

Educational Question or Problem	How can we help foster and retain female academics in emergency medicine?
Bottom Line	Early mentorship during residency may be a good way to foster growth in junior faculty members, especially female faculty members. Creating a community of practice with layers of individuals that can share their expertise may be key to creating a more robust academic environment.
Why is it relevant to Emergency Medicine Education?	The backbone of a strong academic program is the faculty. Even representation within the ranks of academics at our teaching centres is important fostering future generations of learners to have confidence in pursuing academic programs.
Level of Evidence	Innovation report (N/A)
Reference	Bhatia, K., Takayesu, J. K., Arbelaez, C., Peak, D., & Nadel, E. S. (2015). An Innovative Educational and Mentorship Program for Emergency Medicine Women Residents to Enhance Academic Development and Retention. <i>CJEM</i> , 1-4. http://dx.doi.org/10.1017/cem.2015.17
Hyperlink to PubMed link or Journal Link	http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9673882&fulltextType=BT&fileId=S1481803515000172
Study Design	The needs-assessment portion of this innovation paper had a focus group of eight female residents and a questionnaire of female residents (75% response rate).
Funding Sources	N/A
Setting	The Departments of Emergency Medicine at Brigham and Women's Hospital and Massachusetts General Hospital in Boston, MA
Level of Learning	PGME

Synopsis of Study

This month we feature an innovation report, something that has not yet been done by a GEMeS series summary. We hope to foster awareness of this particular type of opportunity for educational scholarship, but also to raise awareness of a strategy for mentoring female residents in their quest for academic success.

Recent studies have shown that women are underrepresented in academic positions, and this is likely due to multifactorial causes. Mentorship has been shown, however, to be helpful in encouraging researchers (regardless of gender) to engage in academic pursuits.

Since residency is a critical and formative time, this group identified that female residents may be an important target audience for such mentorship.

This paper outlines a very useful list of topics that may be of use for educators looking to engage current or future female academics through similar mentorship or other programming.