

MENTORING PHILOSOPHY AND DOCTORAL PROFESSIONAL DEVELOPMENT ACCOMPLISHMENTS

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I am quite honored to have been selected as a Finalist for the **Graduate Dean's Excellence in Doctoral Student Mentoring Award**. In this present document, I will initially delineate five major components of my mentoring philosophy: (1) having an "open door" policy with all my students in order to maximize constant communication; (2) emphasizing a "hands on" experience in conducting the requisite research requirements needed to develop and conduct research leading to a final dissertation product; (3) relatedly, getting students involved in the research, data analysis and publication process as early as possible; (4) graduating students on time; and (5) maintaining post-graduation contact in order to continue to help them develop their professional careers. After reviewing these five major components, I will provide a summary of doctoral professional development accomplishments and specific examples of success.

1. My initial mentoring philosophy was based upon what I felt was lacking during my own graduate training. My graduate mentor was an internationally known scholar who traveled a great deal. In order to meet with him, I had to schedule weeks ahead of time, and the resulting meeting would normally not last very long. This deprived me of the opportunity to discuss important topics/ideas with him in a timely fashion. Although this prompted me to become more independent, I felt that my doctoral professional development would have been accelerated with a more "steady dose" of mentoring. Therefore, I vowed that I would make it a priority to always have an "open door" policy with all my students, and be available to meet whenever necessary. The rise of internet communication has also greatly helped in this regard, in terms of 24/7 availability. In addition to individual meetings, I make it a point to also have weekly

meetings to bring everyone together in order to develop a series of collaborations and a socially-supportive environment.

2. The second major element lacking in my graduate training, especially during the initial years, was having enough “hands on” experience conducting clinical research in order to develop more confidence and competence, as well as understanding what my weak areas might be so they could be remedied as early as possible. Again, I therefore made it a priority to expose my graduate students to as many “hands on” learning experiences in the laboratory with me as possible. This eventually led to the development of a “learn-teach” environment. As the number of graduate students and postdoctoral students in my laboratory grew, I would have my postdoctoral students and more senior graduate students teach the more junior graduate students what they had learned from me. It soon became apparent to me that the act of teaching others what you have learned reinforces the learning process even more. It also creates a great social support network in the laboratory, and instills a sense of collaboration which they can “carry with them” upon graduating. Moreover, subsequent feedback from my students when they became professionals indicated that they had very little trouble transitioning into research and academia careers in their roles of mentors of their own graduate students.
3. The above two key components of my mentoring philosophy were due to what I perceived was lacking in my own graduate training. The next two to be discussed were based upon what I perceived as extremely motivating and reinforcing over the years for my graduate students. One related to getting them involved in the research, data analysis and publication process as early as possible (of course, this relates to No. 2 above). The act of bringing to fruition a successful research investigation, and the subsequent publication of it in a scientific journal, is a

great reinforcer and source of pride for these students. It also contributes to their CVs that will be greatly helpful when they are on the job market in subsequent years. Most of my students have at least 5-10 publications when they graduate, as well as numerous presentations at professional scientific meetings (such presentations also contribute to their confidence and professional development). I also look for teaching opportunities in which to get them involved, in order to “round out” this aspect of their professional development.

4. I have made it an important goal and source of pride to graduate students in a timely fashion. Over the years, as my reputation has grown as a sensitive and helpful mentor, more and more graduate students are attracted to my laboratory because they understand that, if they work hard and collaborate with the rest of my laboratory team, they will graduate on time. This creates an atmosphere where students will work hard in order to “keep up” with their peers so that they can graduate together on time, as well as instilling a professional work ethic of starting and completing projects in a timely manner. This latter element serves them well in their future professional endeavors. I have also made it my responsibility to acquire extramural funding from federal agencies (such as the National Institutes of Health and the Department of Defense), in which I have monies allocated for graduate research assistantships. As a result, over the past 30 years of continuous funding from these agencies, I have been able to financially support all of my students so that they can fully focus on their graduate work. Because of this, I am quite proud of the fact that the vast majority of my students graduate with a Ph.D. within four years after enrollment into the graduate program.
5. I also make it a policy to keep in close contact with these students post graduation in order to help them transition into their new professional careers, as well as to continue collaborating with them in order for them to further grow as productive researchers and authors of

publications in high-impact scientific journals. This has created a “family like” environment where I can bring in older, already graduated students to talk and support my newer graduate students, and serve as role models of what hard work can achieve.

Now turning to the topic of doctoral professional development accomplishments, I am extremely proud of the post-graduation academic, research and clinical placements of my students. To date, I have personally mentored 65 Ph.D. students, 34 Master’s Thesis students, and 6 post-doctoral students. I am also currently mentoring 7 additional Ph.D. students, and 6 Master’s Thesis students. Upon graduation, all of my former students have found jobs. Of course, this is one of the most objective measures of mentoring success. The following is a listing of these students and their job placements:

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| Taylor | Private clinical practice, Dallas |
| McKinney | Faculty, UNT Health Science Center, FT. Worth; currently, a private research consultant , DFW area |
| Harrington | Chairman, Department of Psychology, University of Houston, Clear Lake. |
| Magliero | U.S. Agriculture Department |
| Vreeland | Adjunct Faculty, UT Southwestern Medical Center at Dallas; also private clinical practice, Dallas |
| Barnett | Private clinical practice, Houston |
| Grossman | Post-doctoral fellowship, Scottish-Rite Hospital, Dallas; currently, private clinical practice, Dallas |
| Faris | Faculty, UT Southwestern Medical Center at Dallas; currently, private clinical practice, Dallas |

Robertson	Faculty, UNT Health Science Center, Ft. Worth; also private clinical practice, Ft. Worth
Carpenter	Retired clinical psychologist
Maxwell	Chairman, Department of Psychology, Hendrix College, Arkansas
Kinney	Retired clinical psychologist
Smith	Research Associate, Sloan-Kettering Cancer Center, New York
Bovasso (Lillo)	Texas State Department of Human and Mental Health Resources
Dickson-Rishel	Private clinical practice, Mississippi
Wakim	Adjunct Faculty; UT Southwestern Medical Center at Dallas; currently, private clinical practice, Dallas
Wesley	Post-doctoral fellowship, UT Southwestern Medical Center; currently, private clinical practice, Dallas
Owen-Salters	Private clinical practice, Dallas
Garcy	Director of Clinical Training, Argosy University, Dallas; also, private clinical practice, Dallas
McMahon	Post-doctoral fellowship, Children's Medical Center, Dallas; currently, private clinical practice
Jordan	Private clinical practice, Austin

Kight Adjunct Faculty, UT Southwestern Medical Center at Dallas; also, private clinical practice, Dallas

Flores Faculty, Texas State University; currently, Faculty, Virginia Commonwealth University

Koch Clinical Director, Clarity Child Guidance Center, San Antonio

Garofalo Post-doctoral fellowship, University of Pittsburgh; currently, Faculty, Washington State University, Vancouver

Wright (Stowell) Post-doctoral fellowship, Dallas VA Medical Center; Faculty, UT Southwestern Medical Center at Dallas; Faculty Research Associate, UT Arlington

Brown Staff, Psychologist, Veterans Administration Medical Center, Maryland

Robinson Post-doctoral fellowship, University of Rochester; Faculty, UT Southwestern Medical Center at Dallas; currently, Research Director, Foundation for Ethics in Pain Care

Epker Post-doctoral fellowship, UT Southwestern Medical Center at Dallas; currently, private clinical practice, Alabama

Mishra Post-doctoral fellowship, Stanford University; currently, private clinical practice, Houston

Marwill-McGee Research Associate, UT Southwestern Medical Center at Dallas; currently, private clinical practice, Dallas

Henderson Post-doctoral fellowship, University of Pittsburgh; currently, Faculty, University of Pittsburgh

Gardea Post-doctoral fellowship, UT Southwestern Medical Center at Dallas; currently, Faculty, The University of Texas at El Paso

Kraynick Staff, Parkland Memorial Hospital, Dallas; currently, private clinical practice, Dallas

Mathis Private clinical practice, Dallas

Field Post-doctoral fellowship, UT Southwestern Medical Center at Dallas; currently, Faculty, UT Southwestern Medical Center at Dallas

Evans Head Clinical Psychologist, Ft. Worth Federal Correctional Institution

Phillips Post-doctoral fellowship, Arizona State University; currently, Faculty, Stanford University

Dersh Staff psychologist, Veterans' Administration Medical Center, San Antonio

Pulliam Post-doctoral fellowship, UT Southwestern Medical Center at Dallas; currently, private clinical practice, Dallas

Bailey Baylor Medical Center at Dallas; currently, private clinical practice

Proctor Post-doctoral fellowship, University of Southern California; currently, private clinical practice, Dallas

Robbins Private clinical practice, Dallas

Williams Post-doctoral fellowship, UT Southwestern Medical Center at Dallas; currently, Chief Psychologist, Productive Rehabilitation Institute of Dallas for Ergonomics (PRIDE)

Anagnostis Private clinical practice, Ft. Worth

Adams Post-doctoral fellowship, John Hopkins University; currently, private clinical practice, Austin

Goulden Private clinical practice, Alabama

Ryser Private clinical practice, Dallas

McCracken Post-doctoral fellowship, Children’s Medical Center, Dallas; currently, private clinical practice, Dallas

McGeary Post-doctoral fellowship, Department of Defense; currently, Director of Professional Education, Brooke Army Medical Center

Unterberg Staff Psychologist, Parkland Memorial Hospital, Dallas; currently, private clinical practice, Dallas

Holmes (Pearson) Baylor Medical Center, Dallas; currently, private clinical practice, Dallas

Miller Private clinical practice, Dallas

Moffitt (Porter-Moffitt) Post-doctoral fellowship, UT Southwestern Medical Center, Dallas; currently, private clinical practice, Dallas

Hoenigh Private clinical practice, Dallas

Schochet	Post-doctoral fellowship, University of San Diego/Veterans' Administration Medical Center; currently, private clinical practice, Ausitn
Robinson	Post-doctoral fellowship, Southern Methodist University; currently, private clinical practice, Dallas
Holberg	Post-doctoral fellowship, University of Southern California; currently; private clinical practice, Dallas
Wilson	Post-doctoral fellowship, University of Washington; currently, Research Assistant Professor, University of Washington, Seattle
Kidner	Research Associate, UT Southwestern Medical Center at Dallas; currently, private clinical practice, Dallas
Theodore	Post-doctoral fellowship, University of Washington; currently, Acting Instructor, University of Washington, Seattle
Whitfill	Post-doctoral fellowship, Dallas Veterans' Administration Medical Center; currently, Faculty, UT Southwestern Medical Center at Dallas
Rogerson	Post-doctoral fellowship, Johns Hopkins University
Howard	Faculty, Texas State University

With the aforementioned accomplishments, I have become more aware and understanding of the old axiom that "success breeds success." I now routinely have undergraduate and graduate students apply for work in my clinical research laboratory (including Fullbright Scholars) who have been

recommended by my former graduate and postdoctoral students. I fondly refer to these new students as my “grandchildren” who will continue to further nurture and help grow the Gatchel-progeny family tree of outstanding professionals. Indeed, one of my most cherished positions in my academic office is a framed document that contains the names and dates of graduation of all of my former graduate students!