

# Room to Grow: Journey to Cultural and Linguistic Competency Virtual Conference



## **“Mentoring to Promote Success in Clinical, Academic and Research Settings”**

**Tuesday, September 30, 2025**  
**8:45 a.m. – 12:30 p.m. EDT**

### **SESSIONS**

**8:45–8:50 a.m.**

Virtual Room Opens

**8:50–9 a.m.**

Welcome

**9–10 a.m.**

Maria Trent, MD, MPH, FAAP, FSAHM

**10–11 a.m.**

Robin Lanzi, PhD, MPH

**11 a.m.–12 p.m.**

Dorothy Chin, PhD, MA

**12–12:30 p.m.**

Q&A

## **ADMISSION AND REGISTRATION**

**This is a virtual conference.**

**Registration closes Tuesday, September 23.**

**Students, residents and community members:**

Free of charge

**Kennedy Krieger staff members: \$175**



Visit [KennedyKrieger.org/RoomToGrow2025](https://KennedyKrieger.org/RoomToGrow2025) or scan the QR code for more information.

## FEATURED SPEAKERS

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**Maria Trent, MD, MPH, FAAP, FSAHM**, is a pediatrician specializing in adolescent and young adult medicine and a faculty member at The Johns Hopkins University School of Medicine, Johns Hopkins University School of

Nursing and Johns Hopkins University Bloomberg School of Public Health. Dr. Trent is a Bloomberg Professor of American Health and serves as the inaugural director of adolescent and young adult medicine at the Johns Hopkins Children's Center. She is also Johns Hopkins Medicine's senior associate dean of diversity and inclusive excellence.

While her peers have consistently recognized her as a "Top Doc" in the greater Baltimore metropolitan area, Dr. Trent is an independent scientist and is the principal investigator for various research projects, both nationally and internationally, funded by the National Institutes of Health (NIH) and other organizations. A primary focus of Dr. Trent's research and clinical interests is to reduce sexual and reproductive health disparities among adolescents and young adults. Her work explores the application of technology, community health nursing and clinical decision-making tools in practice for this population. Moreover, she is committed to training the next generation of adolescent health scientists, leading the NIH-funded Adolescent Reproductive Health Training Program at the Johns Hopkins University School of Medicine.

Dr. Trent previously served as president of the Society for Adolescent Health and Medicine (SAHM) and has co-led the SAHM Research and Mentoring Forum since 2011. She is recognized as a health trailblazer for her extensive work in connecting clinical trials, bench science and health services research, as well as for her service to the government, nonprofit organizations and professional societies. Through her clinical service, scientific initiatives and leadership roles, she has emerged as a leading advocate for adolescent and young adult health in the United States.

**Title:** "Using a Growth Mindset to Emerge From This Academically Challenging Time With Your Career Intact"

**About the presentation:** Resilience and adaptability in navigating academia during these challenging times are critical. During this session, attendees will learn strategies to develop and sustain effective mentoring relationships that can form the foundation of—and strengthen—professional development across career trajectories. This session will help attendees understand how to cultivate psychological safety and a sense of community through professional network-building. Dr. Trent will also introduce and discuss creative processes for harnessing the potential of the growth mindset to cultivate skills in innovation, discovery and clinical excellence amidst uncertainty.

### Learning objectives:

1. Describe the value of using a growth mindset for continued professional development in times of crises that are beyond your control.
2. Develop a positive and effective relationship with mentors.
3. Create a professional development network that facilitates a sense of safety that can resist challenging times.



**Robin Lanzi, PhD, MPH**, is a professor of health behavior at the University of Alabama at Birmingham (UAB) School of Public Health, with secondary appointments in psychology and adolescent medicine. A developmental psychologist and maternal and child health scientist by training, she directs a community-engaged dissemination, implementation and translational sciences program that bridges psychology, public health and medicine to promote social, emotional and mental well-being across the lifespan.

Dr. Lanzi serves as the national director of community engagement and translational science for the National Center on Health, Physical Activity and Disability (NCHPAD); director of the Community Engagement and Translational Science Core for the Center for Engagement in

## FEATURED SPEAKERS

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Disability Health and Rehabilitation Sciences (CEDHARS); and associate director of the Implementation and Community Sciences Core for the UAB Center for AIDS Research. She also serves as a multiple principal investigator (also known as an MPI) for the NIH-funded HIV Precision Implementation Science Regional Consultation Hub.

For more than three decades, Dr. Lanzi has led or co-led numerous NIH- and CDC-funded multisite studies using community-led, mixed-methods approaches to advance health promotion in perinatal health, adolescent development, trauma-informed care and developmental well-being. She served for over eight years as graduate program director for both the MPH and PhD programs in health behavior at UAB, where she mentors and trains the next generation of public health scholars and practitioners.

Dr. Lanzi brings critical lived experience to her work. She lives with a rare genetic mitochondrial condition that she unknowingly passed on to her five sons. Her family's diagnostic journey began in 2014, when her oldest son experienced sudden vision loss at age 16. Last year, her youngest son began experiencing stress-induced grand mal seizures. Both conditions are linked to mitochondrial dysfunction. Her sons have also faced a range of cognitive, developmental and behavioral health outcomes, deepening her commitment to precision implementation science and family-centered translational strategies.

**Title:** "A Developmental Framework for Precision Mentoring: Supporting Growth Across Clinical, Academic and Research Pathways"

**About the presentation:** The stages of professional development create a framework for supporting individual growth trajectories across clinical, academic and research settings. Mentoring relationships provide a crucial foundation for individuals to navigate each stage of professional development. Dr. Lanzi will present an overview of a developmental framework for mentoring in maternal and child health disciplines that transcends interdisciplinary and practice-based contexts.

Attendees will learn about both the barriers to and the facilitators of mentoring relationships.

### Learning objectives:

1. Describe a developmental framework for mentoring that supports individual growth trajectories across clinical, academic and research settings in maternal and child health disciplines.
2. Identify key stages of professional development and corresponding mentoring strategies that align with evolving goals.
3. Examine the challenges of and facilitators to effective mentoring relationships across interdisciplinary and practice-based contexts.



**Dorothy Chin, PhD, MA**, is an associate research psychologist at the University of California, Los Angeles (UCLA) Center for Culture, Trauma, and Mental Health Disparities, which is part of the university's Jane and

Terry Semel Institute for Neuroscience and Human Behavior. Her research examines the effects of community and personal trauma on psychological functioning—including depression, anxiety and PTSD—among marginalized populations. Her recent publications focus on race-based trauma and post-traumatic growth, and the means by which growth may be facilitated. Dr. Chin is a member-at-large of Division 56 (Trauma Psychology) of the American Psychological Association and writes a popular blog for Psychology Today called "A Different Lens: Psychology from a multicultural, working-class, women-centered perspective."

**Title:** "Authenticity in Mentoring: Turning Stereotypes and Imposter Syndrome Inside Out"

**About the presentation:** Stereotypes and imposter syndrome persist across clinical, academic and research contexts. In this session, attendees will learn how mentorship yields promise in overcoming each of these challenges

## FEATURED SPEAKERS

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and in strengthening professional identity and development. This session will provide an overview of responsive mentoring approaches. Attendees will learn about effective mentorship approaches to address stereotypes, as well as strategies and practical tools to cultivate safety, growth and self-efficacy through mentoring relationships.

### Learning objectives:

1. Describe key concepts and frameworks in stereotyping and imposter syndrome, as used in educational contexts.
2. Discuss new perspectives in how key concepts may operate within a framework of an authentic identity.
3. Apply these new perspectives in mentoring relationships and educational settings.

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## IMPORTANT INFORMATION

### No conflicts of interest have been identified.

If you need accommodations or assistance, please indicate your needs on the registration form by **Tuesday, Sept. 23, 2025**. American Sign Language interpreters will be available.

### Conference sponsor: Kennedy Krieger Institute

**Audience:** Clinical professionals, administration professionals, and staff members and trainees of Kennedy Krieger

**Level:** Intermediate

**Cost:** Free for students, graduate trainees, residents and community members; \$175 for clinical professionals, administration professionals and Kennedy Krieger staff members

**Registration details:** To register for this conference, scan the QR code or visit: **KennedyKrieger.org/RoomToGrow2025**



If you (or another attendee) would like additional information, please email:

**OfficeForExcellenceNPH@KennedyKrieger.org**

**Financial disclosure statement:** The planners and faculty for this activity have no relevant relationships to disclose.

The following continuing education credits are approved for the conference:

## CONTINUING EDUCATION

Kennedy Krieger Institute is approved by the **American Medical Association** to sponsor three AMA PRA Category 1 Credits™ as continuing medical education for physicians. Kennedy Krieger maintains responsibility for this program and its content. Physicians will be granted up to three continuing education credits for attending the sessions.

Kennedy Krieger Institute is authorized by the **Board of Social Work Examiners in Maryland** to sponsor social work continuing education learning activities and maintains full responsibility for this program. This training qualifies for three Category I continuing education units.

Kennedy Krieger Institute is designated by the **National Commission for Health Education Credentialing, Inc.** to sponsor both Certified Health Education Specialist (CHES®) and Master Certified Health Education Specialist (MCHES®) entry and advanced level credits and maintains full responsibility for this program. This training qualifies for up to three Category I continuing education units.

Kennedy Krieger Institute is approved by the **American Speech-Language-Hearing Association** to sponsor continuing education for audiologists and speech-language pathologists. Kennedy Krieger Institute maintains responsibility for this program and its content. Audiologists and speech-language pathologists will be granted up to 0.3 continuing education units for attending the sessions.

**Satisfactory completion:** To receive ASHA CEUs for this course, participants will be expected to attend the course in full and complete a post-course test.

Participants who wish to receive ASHA credits for this course will have their information (name, ASHA ID, address, email, course completion) submitted to ASHA CE.



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