



Assessing Peer Mentor Skill Development in Participating in a Novel Medical Student Mentoring Initiative

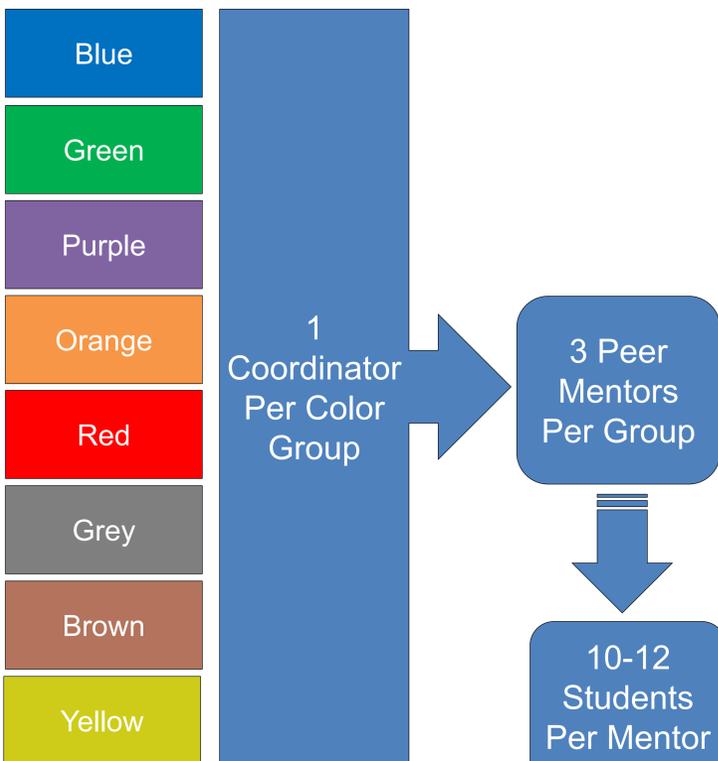
Yu, C., Patel, D., Considine, J., Elmenini, S., Graifman, M., Kosidowski, K., Seyerle, M., Turke, E., Young, K., White, N., Sherman, L., Ayers, E.



INTRODUCTION

- Since 2020, the Wayne State University of School of Medicine learning communities has established a peer mentoring program.
- Second year medical students undergo a rigorous selection after which 24 students are selected to each mentor a group of 10-12 first-year medical students.
- Currently in the third iteration of the program.
- Being a large urban school, this established format has allowed our school to be more connected with each other.

PROGRAM STRUCTURE



- We created a 40-question survey on Qualtrics and have administered it to all 24 peer mentors to assess their satisfaction with program participation on developing their personal and professional development.
- Using a 7-Point Likert scale.

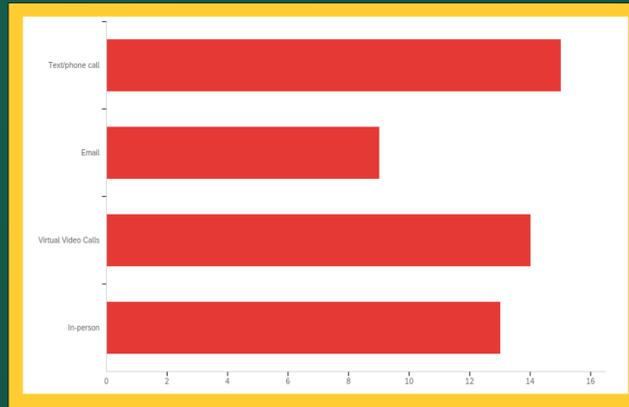


Figure #1: Distribution of mode of communication used, most commonly between mentors and students.

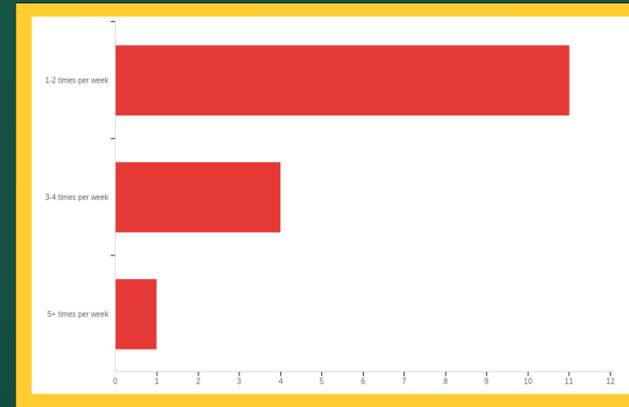


Figure #2: Number of times mentors interact with their community.

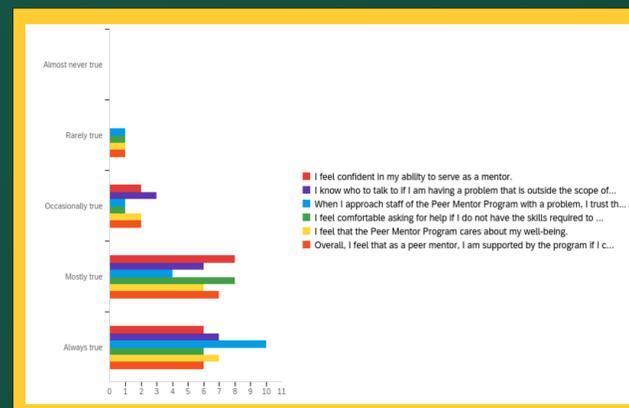


Figure #3: Query set results on peer mentor satisfaction in serving as a mentor in our program.

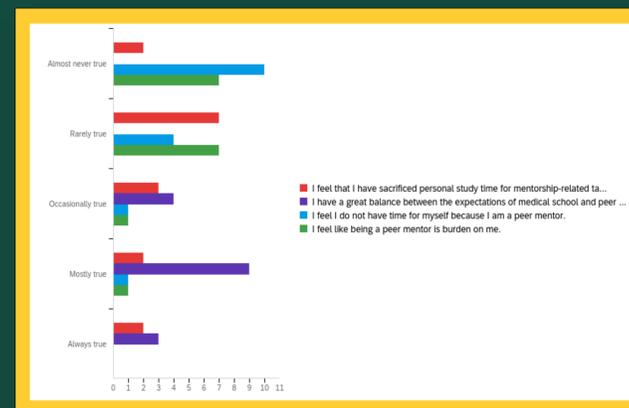


Figure #4: Mentor perception of program demands.

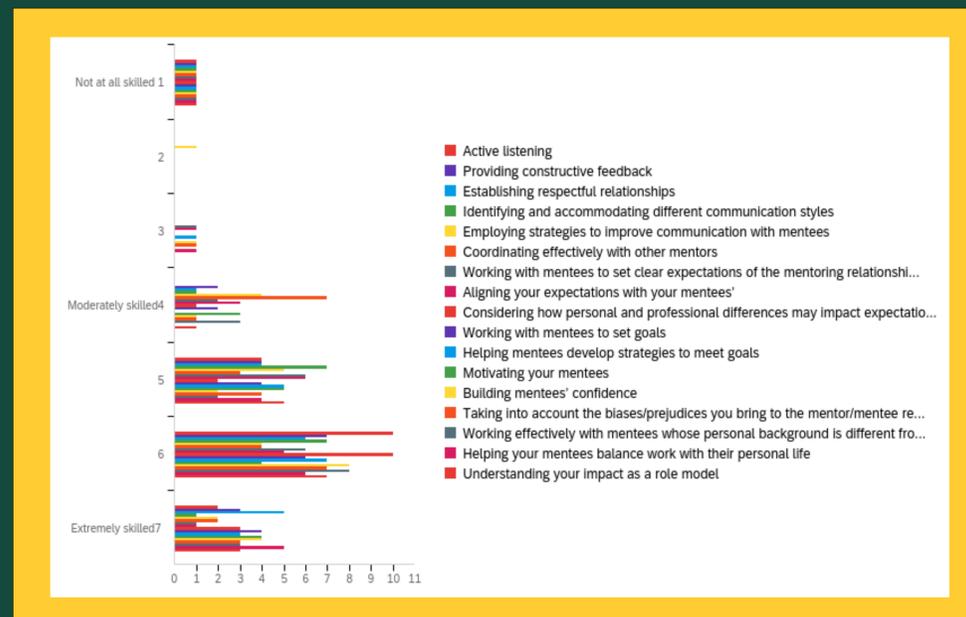


Figure #5: Self-identified distribution of peer mentor skills.

RESULTS

- There were a total of 17 respondents, out of 24 total mentors in the program this year.
- We found that both telephone and video voice calls were the most common mode of mentor communication with most mentors meeting with each of their mentees: 1-2 times a week.
- Most mentors feel satisfied with the support that they receive from the program, specifically satisfied with the time commitment while not feeling overwhelmed with their duties.
- Most mentors report difficulty in aligning their mentee's expectations of the program with their expectations as well as motivating their mentees on a regular basis.
- Mentors find an importance in building mentee confidence and helping mentees develop new strategies to meet goals, but most do not feel skilled at this.

CONCLUSIONS

- Our peer mentoring program does provide adequate support to the peer mentors.
- Mentors value skills in better understanding and motivating their mentees, serving as a point of intervention on education to better improve their skills.

NEXT STEPS

- An educational intervention is being developed to improve mentoring communication to better set expectations and motivate their mentees.
- The same survey will be administered at the end of the program.