Assessing the Impact and Development of Mentors and Leaders in Medical School Learning Communities

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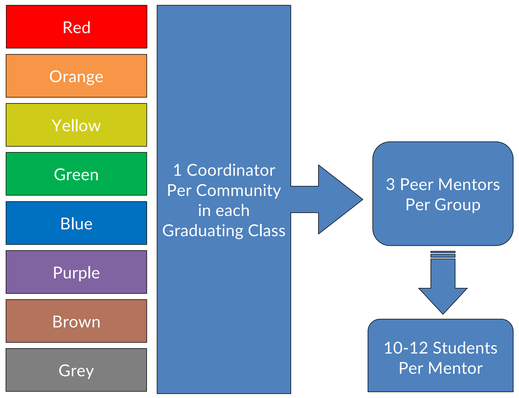
INTRODUCTION

- In 2018, Wayne State University of School of Medicine established the Learning Communities.
- In 2020, the Learning Communities established a Peer Mentorship Program.
- Learning Community Coordinators are student representatives from each Community in each graduating class who are selected through an application and interview process, for 32 Coordinators total among four years.
- Peer Mentors are MS2 students who are selected after an application and interview process. Three Peer Mentors per Community are selected for a total of 24 students. Each will mentor a group of 10-12 first-year medical students.
- The Learning Communities are currently in their sixth iteration, while the Peer Mentorship Program is in its fourth iteration.
- Being a large urban school, this established format has allowed students to be more connected with each other.

PROGRAM STRUCTURE



METHODS

- We administered a 40-question survey to Coordinators and a 60-question survey to Peer Mentors with the goal to assess personal and professional development, and satisfaction with the program.
- For Coordinators, the survey is presented once yearly.
- For Mentors, the survey is presented at three time points during the year for Mentors: prior to the mentorship program, halfway through the mentorship program, and at the conclusion of the mentorship program.
- We measured responses using Likert scales and open responses.

Figure 1: Mentor self-assessment of communication skills.

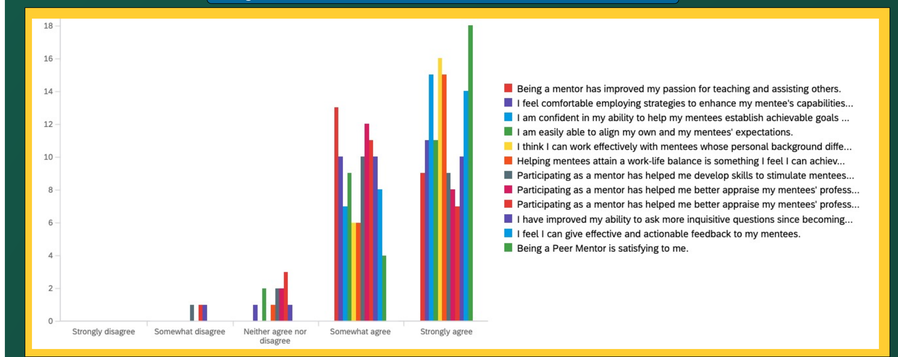


Figure 2: Mentor perception of personal and professional development.

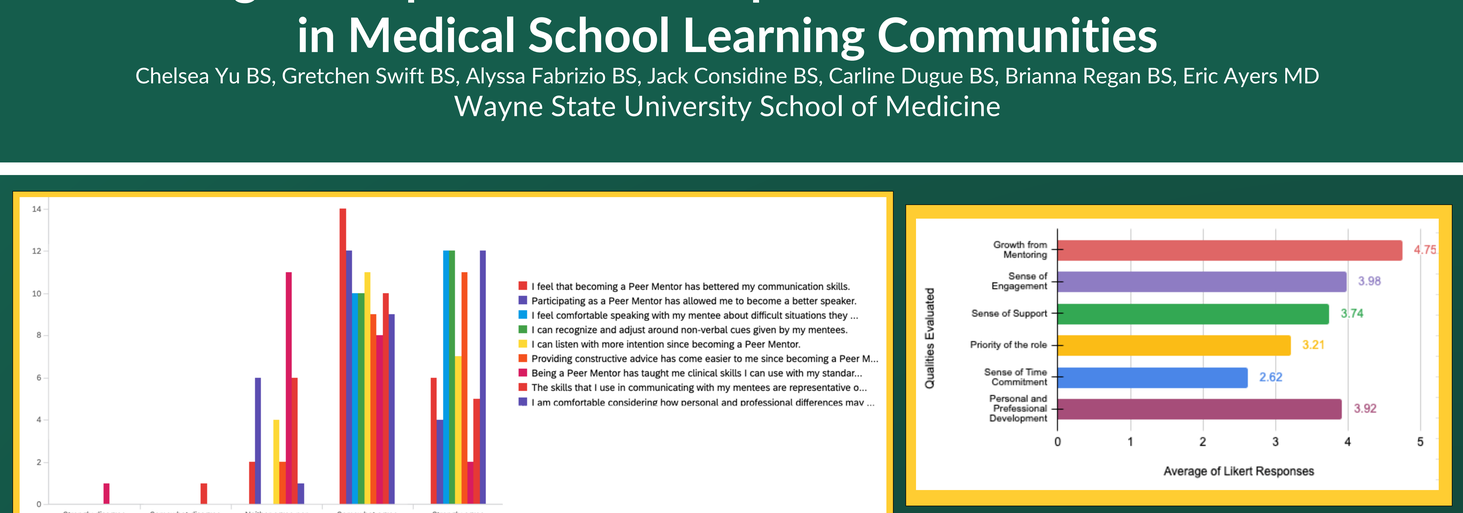


Figure 3: (Left) Pre-program mentor perception of mentoring skills.

Figure 4: Mid-program mentor perception of mentoring skills.

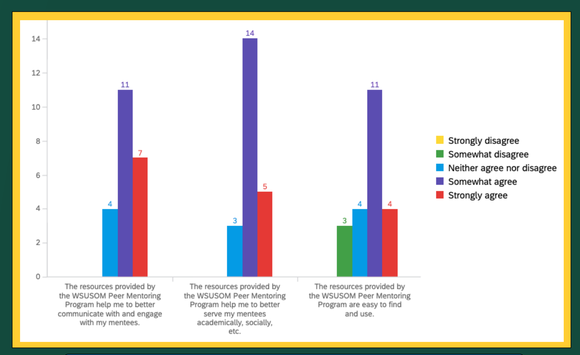


Figure 5: Mentor satisfaction with provided resources.

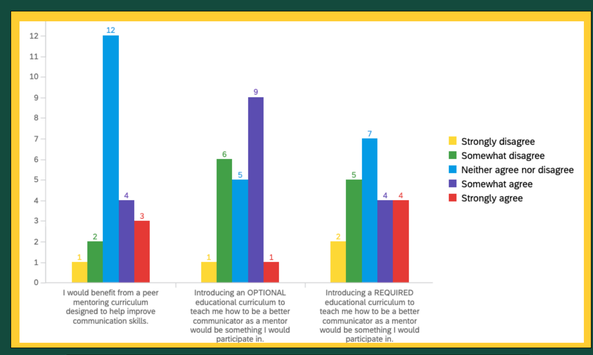


Figure 6: Mentor interest in additional educational curriculum.

Figure 7: Coordinator Perceptions of the Learning Community Program.

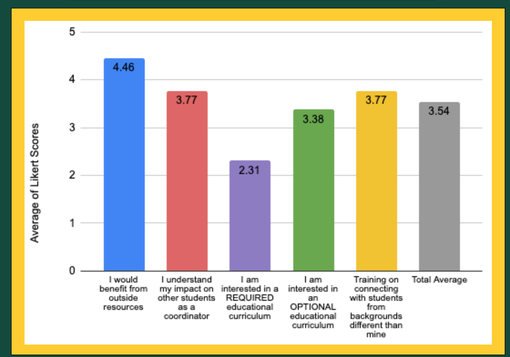


Figure 8: Coordinator interest in additional training.

RESULTS

- Mentors expressed increased self-perceived skills and confidence in leadership, communication, and mentoring.
- Improved confidence in ability to serve as role models and provide guidance for mentees, a skill they feel will translate well into residency.
- Text messaging and in-person contact were the most common mode of mentor communication. Most mentors met with their mentees 1-2 times a week, from 1-3 hours per week total.
- Though Mentors report feeling well-supported by the program's infrastructure, they are still interested in additional, optional educational opportunities to further develop their communication skills.

- Coordinators most strongly agreed that their experience developed their mentoring abilities.
- Coordinators also expressed a sense of purpose and responsibility for fostering engagement among students.
- In contrast to the Mentors, Coordinators felt under-supported and desired increased structural support in fulfilling the responsibilities of their roles.

CONCLUSIONS

- Our Learning Community and Peer Mentoring program provides opportunities for students to develop interpersonal skills and fosters professional development.
- Mentors value the skills gained from their experience mentoring others and believe that it will serve them well in third-year clerkships and beyond.
- Coordinators desire more avenues of formal support from the school administration.

NEXT STEPS

- We will continue following this year's cohort of Mentors to seek additional opportunities for improvement and to observe the impact of the program.
- We plan to implement educational interventions for both Mentors and Coordinators to enhance interpersonal skills.
- We will work with the school administration to build greater support structures for Coordinators.
- Continue using surveys to assess Coordinator and Mentor development and improve the survey with the goal of building a robust quality assessment tool.

For references or any questions, please contact hi2721@wayne.edu.