

Health Professions Education Institute (HPEI)

Title: Evaluating the Utility of a Peer-Led Mentorship Certificate Program

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WORKS IN PROGRESS

Background/Needs Assessment:

The Mentorship Certificate was developed in 2020 as a six-part series to help third-year guides within the Navigating Medical School program develop important mentorship skills. Each session includes facilitated discussion questions as well as a different speaker, and then Guides have the opportunity to apply their acquired knowledge to their relationships with the junior students they are mentoring. The Mentoring Certificate Program provides students with an opportunity to hone skills as a mentor that will benefit them as a current student and in their long term career. We are also providing these students with a skill set that benefits the first year class who are current mentees in the program.

Objectives:

To utilize qualitative research methods to evaluate the impact of the Mentorship Certificate Program on third year medical students in their confidence in mentorship skills.

Methods/Description of Program:

We will be conducting qualitative interviews with the cohort of students who have completed the program (defined as completing four out of six total sessions). One researcher will be conducting the interviews and the other will be taking detailed field notes. Field notes will be compiled and analyzed to assess the utility of the program.

Anticipated Results/Evaluation Plan:

Both interviewers have completed Q-PRO qualitative data training. Interviews will be recorded using audio devices. Field notes and responses will be de-identified. Interview field notes will be compiled and analyzed.

Next Steps:

The study IRB has been approved and the researchers began conducting interviews on April 6, 2022. We will continue interviews and work on data compilation and analysis after the conclusion. We will both be completing a medical education research block during the upcoming academic year where we will be finalizing an abstract and submitting to an appropriate medical education journal.