

Development, diversity and impact of Mentor-Mentee relationships of the A² Mentoring Program in the context of the educational culture of the Medical Faculty of Düsseldorf

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Meeting Abstract

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Text

Introduction: Available from the 1st semester, the Mentoring Program A² matches Peergroups of 3 – 5 medical students with an experienced physician as Mentor. To gain an in-depth understanding of the development and impact of Mentoring relationships, studies with an emphasis on qualitative research are considered essential [1].

Objectives: Evidently, the development of Mentoring relationships is wedded to the social context and affected by the teaching and learning culture.¹ This study aimed to work out individual aspects of the Mentoring relationships forming within the local educational culture. Furthermore, we assumed the Mentoring is reciprocally influencing the local educational culture and therefore also shaping the conditions for workplace based teaching and learning (WBTL).

Methods: A semi structured interview guide based on two educational questionnaires (Dundee Ready Educational Environment Measure, Mission Statement Questionnaire) was developed and pilot-tested in 2013 (T0). Subsequently a longitudinal pre-post study was conducted from 2014 (T1) to 2015 (T2), comprising individual interviews with 8 Mentors and Focus Group interviews with 7 Mentee-Peergroups. The audio recorded interviews were transcribed verbatim and analyzed by qualitative content analysis.

Results: In T2, all examined Mentoring matches have been meeting continuously (overall average 5 meetings). We identified a wide range of Mentoring relationships, with varying levels of personal commitment and impact. Most commonly, a personal relationship has been expected (Mentee: "There

must be a relationship with her, because otherwise it will never be personal, it will always be as if I were talking to a teacher.") and got acknowledged (Mentor: "The contact is very personal. You get to know each other again on another level than just during clinical teachings or lectures"), though one Mentor highlighted "If the chemistry is right and if the group also harmonizes." The following Mentor statement was characteristic: "I believe there ´d simply be a greater chance for progress and things to happen, if we ´d meet more frequently." Students ´ perception of faculty tended to be of this kind: "I think it also improves the angle of view on the clinical education."

Conclusion: Time management and personal commitment appear to be critical issues regarding the progress of relationship. Hereof the right "chemistry" between Mentors and Mentees seems to play a key role facilitating a more profound Mentoring relationship. Nevertheless, only these seem to enable a change in the teaching and learning culture. Individual experiences though, have promoted the mutual sensitivity between these students and faculty being fundamental for WBTL.

References

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