

Rowan University

Rowan Digital Works

Stratford Campus Research Day

26th Annual Research Day

May 5th, 12:00 AM

The Value of Peer Mentoring in a Service Learning Program

Ali Harb

Rowan University

Archana Salek

Rowan University

Follow this and additional works at: https://rdw.rowan.edu/stratford_research_day



Part of the [Behavior and Behavior Mechanisms Commons](#), [Interpersonal and Small Group Communication Commons](#), and the [Medical Education Commons](#)

Let us know how access to this document benefits you - share your thoughts on our [feedback form](#).

Harb, Ali and Salek, Archana, "The Value of Peer Mentoring in a Service Learning Program" (2022). *Stratford Campus Research Day*. 125.

https://rdw.rowan.edu/stratford_research_day/2022/May5/125

This Poster is brought to you for free and open access by the Conferences, Events, and Symposia at Rowan Digital Works. It has been accepted for inclusion in Stratford Campus Research Day by an authorized administrator of Rowan Digital Works.



The Value of Peer Mentoring in a Service Learning Program

Ali Harb (OMS-II), Archana Salek (OMS-II)

Health Careers Opportunity Program (HCOP), Rowan University School of Osteopathic Medicine

Background

- Traditional mentorship is when a more experienced professional offers guidance and support to another individual's growth in education, their professional development, or their mental health.¹
- Peer mentorship is a critical component of service learning programs (SLPs) at several medical institutions.²⁻⁷
- Reverse mentorship is an effective two-way learning strategy in which both participants cycle between the role of a mentor and a mentee.^{1,2} This challenges traditional mentor-mentee roles and allows both parties to learn from one another.
- Near-peer mentoring is when a more senior learner, in similar education level as a mentee, provides support and guidance for the mentee professionally or on a discipline specific topic.³



Figure 1. Reciprocity in the mentor-mentee relationship.^{1,2}

Objectives

To explore the value of peer mentorship in SLPs within the setting of medical education.

To describe an effective mentorship structure that can be utilized in SLPs by employing reverse mentorship and a near-peer mentorship structure to positively impact participants.

Results

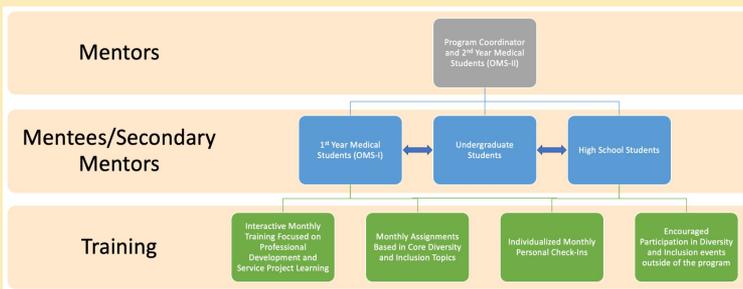


Figure 2. Service learning program structure

Methods: Literature review was conducted using PubMed. Keywords used in search criteria included: mentorship, peer mentoring, service learning, healthcare, medical education, and reverse mentorship. Exclusion criteria included any studies unrelated to mentorship in service learning within a health or healthcare environment.

Values of Mentorship: Mentorship offers a collaboration and exchange of knowledge through reverse mentorship, offering benefit to all participants.¹ Mentorship can help new members understand the enduring practices of medicine.¹ Thus, making mentees more prepared to enter professional healthcare settings. Near-peer mentorship also provides academic, social, and mental health support to new students.^{1,3,4} Mentorship can lead to long-lasting relationships that can even lead to multigenerational mentoring pedigrees. Mentees may be compelled to become mentors themselves and continue to foster growth and development in their mentee.⁶

Qualities of Successful Mentorship: Successful mentorship is centered around creating a supportive environment for mentees where they have a hand in planning projects. This includes finding opportunities for mentees, supporting mentees' interests, and identifying what resources a mentee needs.^{1,4,5}

Discussion

- Mentorship, and particularly peer mentorship opportunities, for medical students in a SLP can facilitate professional and personal development, positively impact mental health of participants, reduce stress, and ease transitioning in a new academic setting.¹⁻³
- Both reverse mentorship and near-peer mentoring in a SLP require added effort from participants and program coordinators, call for leadership action from executive staff, and necessitate input / engagement of experienced early career staff; however, when implemented correctly this structure can have a profound impact on participants.¹
- We advocate for the increased adoption of such approaches to mentorship for SLPs in student medical education.

Acknowledgements

We would like to thank Mary Duggan for her mentorship and guidance over the past two years through the Health Careers Opportunity Program.

References

Please use this QR code to access our references.

