



A Tale of Two Curricula: The Merger of a Doctoring Course and a Mentoring Program

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BACKGROUND

- Learning communities provide opportunities for medical students and faculty to interact and develop relationships.
- These interactions must be sufficiently rich and regular to be fruitful, yet must not be burdensome to participants.
- We evaluate if the perceived time burden of a new Mentoring Program (MP) can be mitigated by merging it with a successful Doctoring Course (DC).

AIMS

- To increase the frequency and regularity of small-group meetings between students and mentors
- To decrease student perception of undue burden of a MP

PROGRAM DESCRIPTION

- Review of MP evaluation data prompted the union of a four-year old MP with a longstanding DC.
- The logic model underpinning the MP was revised to reflect the union.
- Key curricular elements of the MP (self-assessment, reflective practice, goal development) were introduced into the DC by the addition of a ***mentoring spotlight*** during each small-group meeting.
- In parallel, the mentor's role expanded to take on the function of small-group facilitator for the DC.
- The dual faculty role allows students to interact with their mentors on a twice-monthly basis without any increase in total curricular hours for students.
- The schedule of the DC small-group meetings triples the interactions between students and mentors, from three to nine times per semester.

PROGRAM EVALUATION

- Instruments to measure individual mentor performance, MP effectiveness, and DC effectiveness have been revised.
- Data from end-of-semester surveys of medical students is being collected and analyzed by the authors.

INTERIM CONCLUSIONS

- Face-to-face time between students and mentors has tripled.
- Student perception of undue burden of the MP is anticipated to be mitigated.
- We will report back to the LCI community next year with outcome data.