



# Effect of Peer Mentoring on Undergraduate Pre-Medical Student Anxiety and Success

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## Introduction

To address the increasing stress of applying to medical school, the LUC Mentors program was founded at Loyola University Chicago Stritch School of Medicine as a student organization in 2016 aiming to assist Undergraduate students on their journey to medical school through advising and support. While the program has been running effectively for four years, it has yet to collect data to assess its effectiveness and determine if there are areas of needed improvement. By detailing mentor-mentee interactions and collecting pre and post-mentor assignment data on undergraduate attitudes and anxieties, LUC mentors can establish itself as a model for other medical schools to adopt.

## Methods

1. Participants were recruited from Loyola University Chicago and Stritch School of Medicine
2. Mentees completed a pre-intervention questionnaire.
3. Participants were assigned a mentor based on mutual interests.
4. Mentees completed a short survey after each meeting with their mentor.
5. Mentees and mentors completed a post-intervention questionnaire.
6. Long term follow-up will be documented on an annual basis.

## Thank You

Thank you to the Gold Humanism Honors Society for supporting the project as well as everyone who made the project possible.

## Results

74 students participated in the pre survey, 44 students participated in the post survey, and 39 students had paired pre-post survey responses. 50 mentors completed the mentor survey.

	Level	Pre-Survey Results N=74 #(%)	Post-Survey Results N=44 #(%)
College Year	Freshman	14 (19.2)	10 (22.7)
	Sophomore	28 (38.4)	15 (34.1)
	Junior	19 (26.0)	12 (27.3)
	Senior	11 (15.1)	5 (11.4)
	Graduated	1 (1.4)	2 (4.6)
Number of mentor meetings	0	--	4 (9.3)
	1	--	16 (37.2)
	2	--	11 (25.6)
	3	--	4 (9.3)
	4	--	3 (7.0)
	5 or more	--	5 (11.6)
Type of mentor meeting**	Email	--	16/72 (22.2%)
	Text	--	10/72 (13.9%)
	Video/Phone Call	--	46/72 (63.0%)
Topic of mentor meeting**	Applications	--	19/72 (26.4%)
	Classes	--	16/72 (22.2%)
	General	--	31/72 (43.1%)
	Research	--	4/72 (5.6%)
	Volunteering	--	2/72 (2.8%)

Question	P Value*
Q1: Anxious about applying	0.0123
Q4: Not much of a connection	0.0356
Q6: Talk with openly about social issues	0.0125
Q7: Gives me emotional support	0.0199
Q8: Encourages talk about problems	0.0034
Q9: Expresses confidence in my ability	0.0172
Q10: Makes me feel that I belong	0.0332
Q11: Encourages use as a sounding board	0.0412
Q12: Talk openly about personal issues	0.0006
Q13: Recognizes my accomplishments	0.0297
Q14: Helps me examine my degree	0.0017
Q15: Helps consider edu. opportunities	0.0097
Q16: Helps consider the sacrifices	0.0002
Q17: Discusses degree choice	0.0052
Q18: Helps me examine my degree options	0.0007
Q21: Perform best abilities	0.0002
Q23: Discuss problems I am having	0.0027
Q24: Provides suggestions for improving	0.0015
Q25: I look up to	<.0001
Q26: I admire	0.0102
Q27: I want to copy their behaviors	<.0001
Q28: Sets a good example	<.0001
Q30: Shares personal examples	0.0005

## References

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## Conclusions

Having a program that is rewarding to both mentees and mentors appears to help prevent medical student burnout and mentor attrition. This demonstrates that near-peer mentoring can have a profound impact on student well-being. Aside from having the benefits of utilizing a mentor's knowledge base, peer to peer mentoring has also been shown to increase psychosocial well-being in premedical students. This study shows that near-peer mentoring can be utilized to combat premedical student anxiety and improve their chances of success.

## Next steps

1. Make adjustments to the program based on mentee and mentor feedback
2. Provide a template for other medical schools to develop a similar program

## For More Information

To learn more about our study, email [msolinski@luc.edu](mailto:msolinski@luc.edu)