

Improving Peer Mentorship in Fellowship: A Fellow “House” Program

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Background

- Transitioning from Residency to a busy clinical fellowship is often perceived as stressful
- Senior fellows that have advanced clinical and institutional experience are well-suited to mentor junior fellows
- Prior to July 1, 2015:
 - Cardiology faculty mentors were paired with fellow mentees (1:1)
 - No formal peer mentorship program was established
 - House systems are used in many academic settings to provide mentoring, improve community spirit, and create leadership opportunities for more senior house members^{1,2}

Needs Assessment

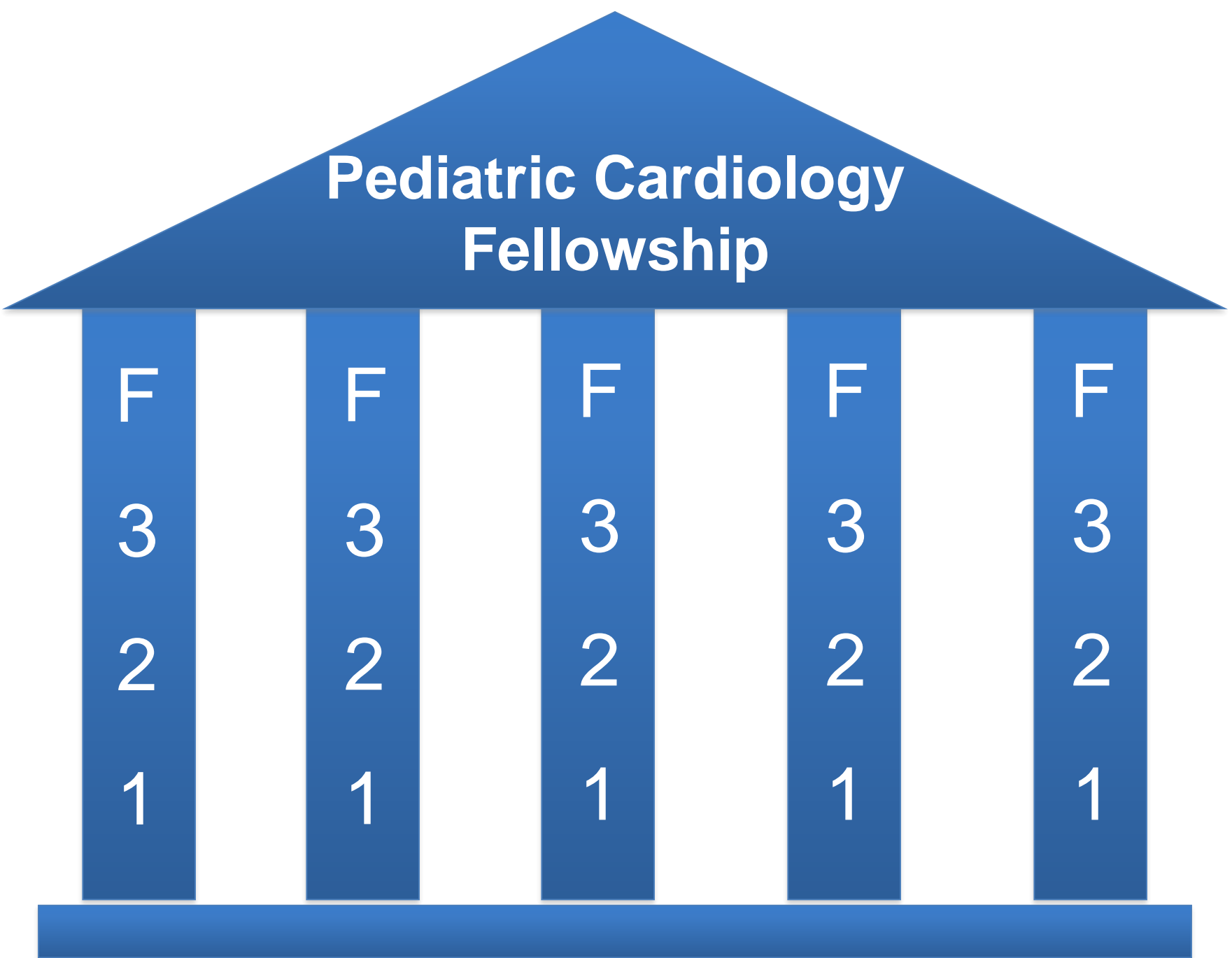
- In June 2015:
 - Fellows were asked to reflect on peer mentorship in their first year of training
 - A baseline survey indicated that most junior fellows were either equivocal or dissatisfied with peer mentorship

Objectives

- To design and implement a formal peer-to-peer mentorship program within a pediatric subspecialty training program
- To measure the level of fellow satisfaction in peer mentorship and track progress of the program throughout the academic year

Program Description

- Pediatric Cardiology Fellowship “House” Mentorship Program:
 - Designed by rising senior fellows
 - Implemented July 2015
 - Matched Senior and Junior Fellows into one “House”
 - Each “House” includes one first, second and third year fellow, and one faculty mentor

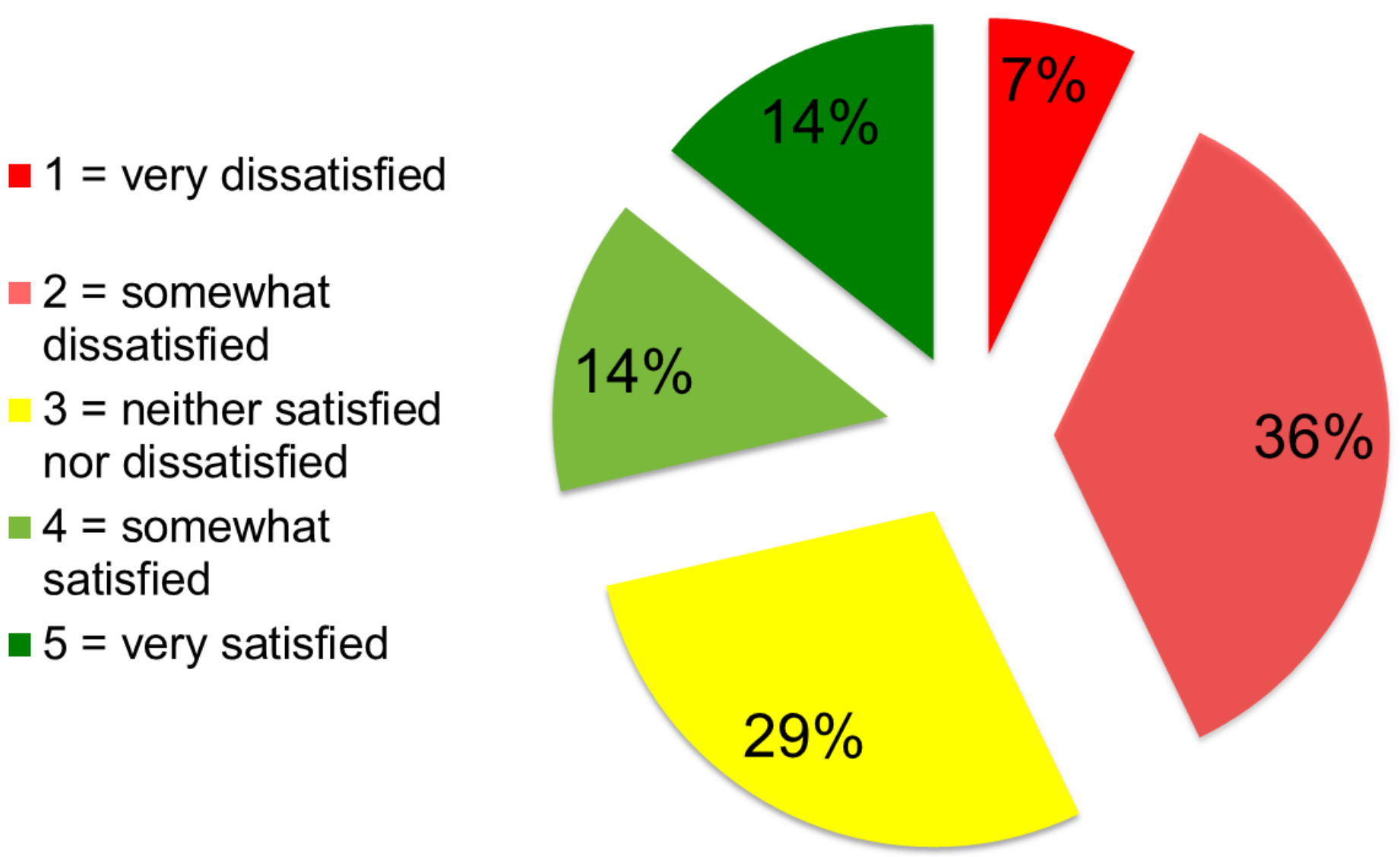


House Mentorship Program: Each “House” consists of one faculty member (F), third-year fellow (3), second-year fellow (2), and first-year fellow (1).

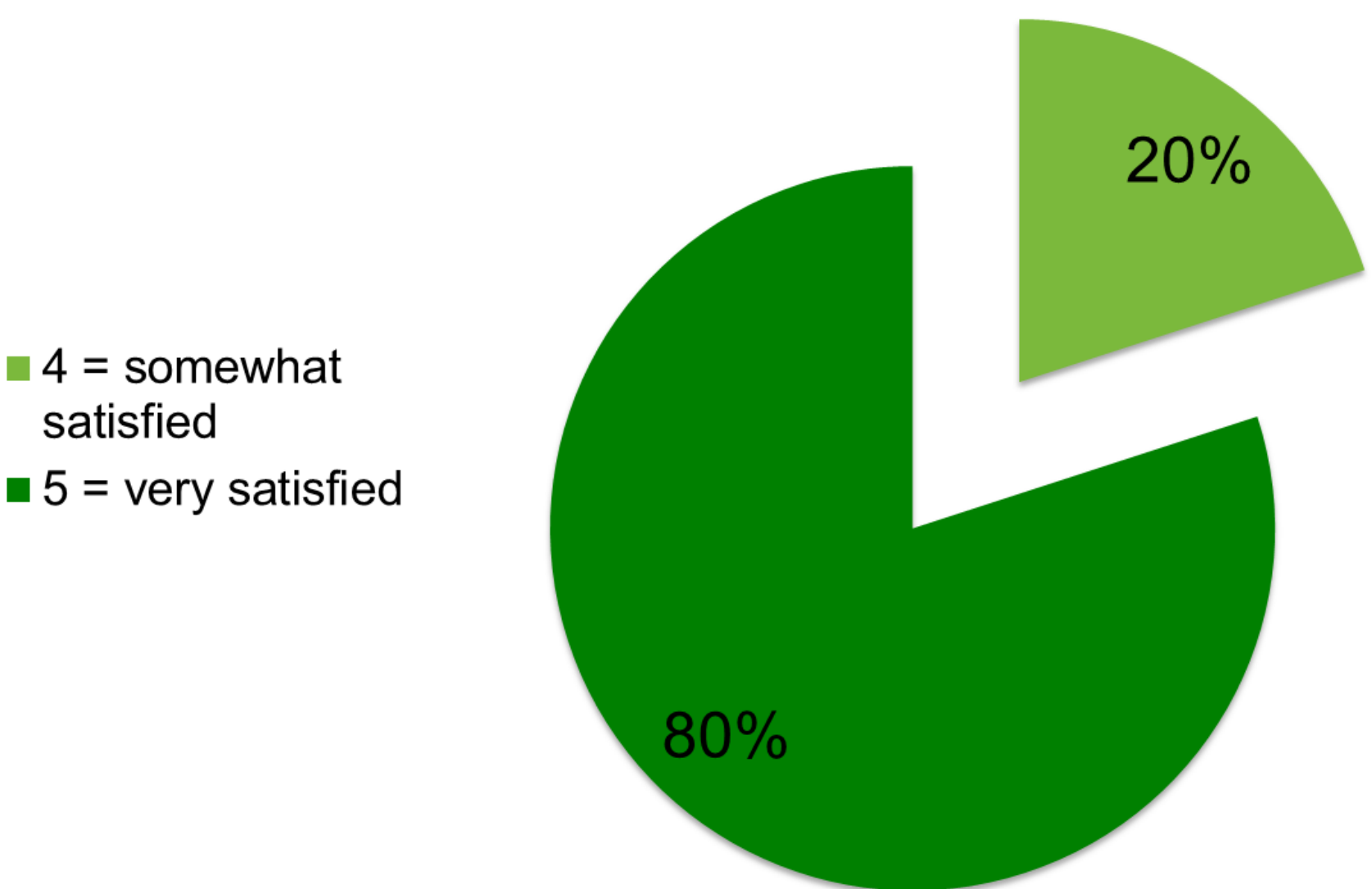
- Key elements were implemented within each peer mentorship House, including:
 - Regular clinical rotation “check-ins”
 - Preparation of complex Patient Management Conferences
 - Additional “buddy” coverage for the fellow’s initial independent call
 - Assistance with performing initial bedside echocardiograms
- Five months after implementation of the program, a follow-up survey was sent to the first year fellows

Program Evaluation

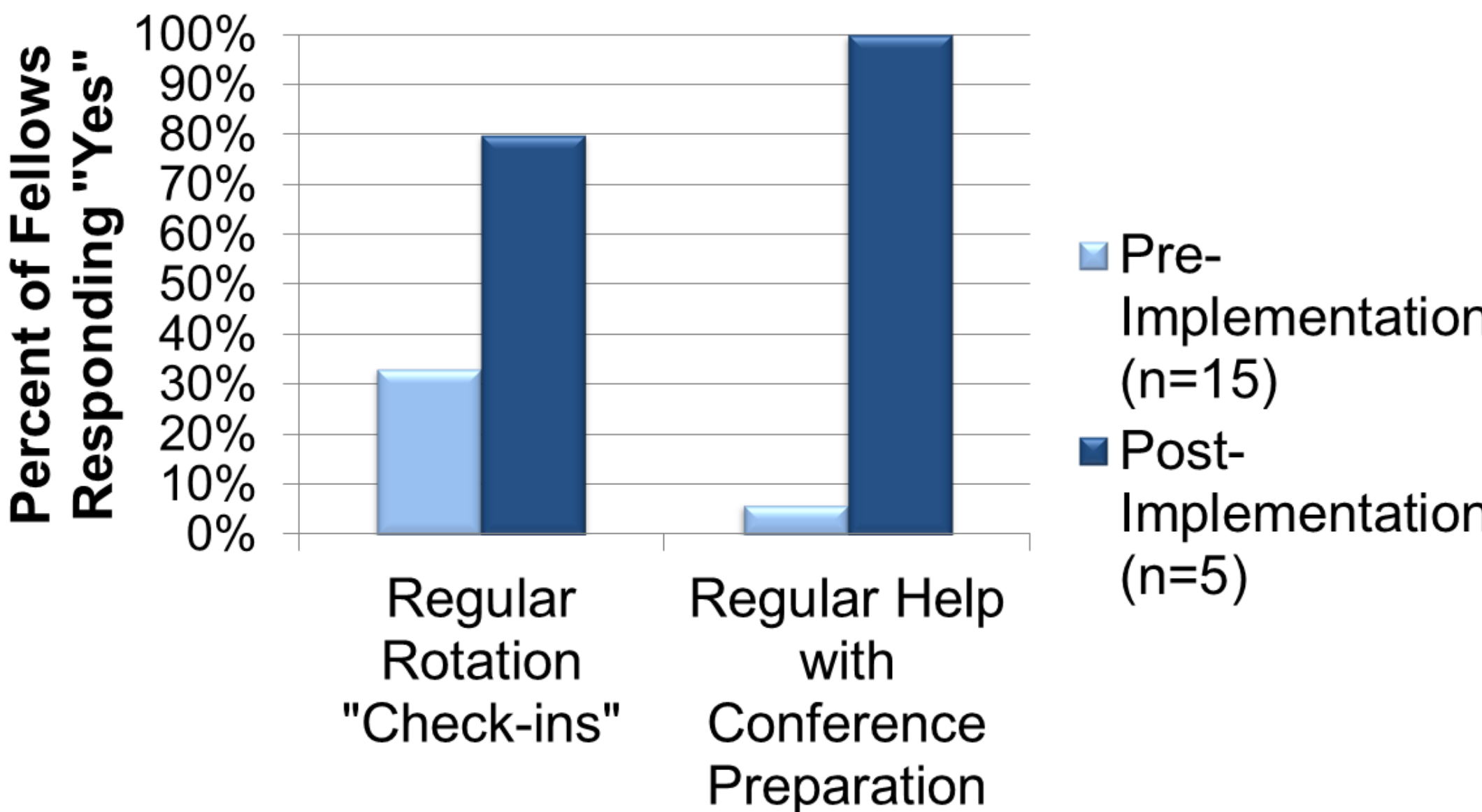
Satisfaction Level with Peer Mentorship
Pre-Implementation (n=14)



Post-Implementation (n=5)



Did a senior fellow perform... with you?



- Senior fellows provided additional “buddy” call coverage
- Assistance with performing an initial echocardiogram was similar (73% pre to 60% post)

Conclusion

- Implementation of a Fellow “House” Program in our busy clinical fellowship resulted in improved peer mentorship satisfaction of first-year trainees
- Senior fellows are capable of providing mentorship to junior fellows including:
 - Transition from Resident to Fellow
 - Clinical obligations
 - Complex patient management conference
- An internal fellow mentorship program can be a useful adjunct to traditional Faculty-Fellow mentorship programs to assist with the transition from resident to fellow

Future Directions

- During the 2nd half of the academic year our “House” focus will shift to:
 - Career planning
 - Transition from junior to senior fellow
 - Research interests
- During Fellowship Recruitment our House System is used as an example of peer mentorship and trainee support
- Fellows will transition to new “Houses” for the next academic year

References

- Eisen S et al. Peer mentoring: evaluation of a novel programme in paediatrics. Arch Dis Child 2014;99:142–146.
- Terrion JL & Leonard D. A taxonomy of the characteristics of student peer mentors in higher education: findings from a literature review. Mentoring & Tutoring 2007;15:149-164.

Disclosure

The authors have no disclosures