



A cross sectional study to find out the perception of longitudinal student mentorship programme

KEYWORDS

Mentorship, interprofessional

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ABSTRACT *Background: Student mentorship programme has been a great concern about the relationship of current stake holders. It brings a strong capacity building to most of the students who are in need to foster the relationship among the mentors and mentees. The present generation of students need lot of care in their interpersonal adjustments and strong building of professional development. Hence the study is done to find out the perception of longitudinal student mentorship programme among undergraduate medical students.*

Methodology: A cross sectional study was done on current second year of medical students of 2012 batch. Self administered questionnaire was given to all students after obtaining concerned from all the students and questionnaire consisted of their own perception about the longitudinal student mentorship programme and need of programme.

Results: Majority of the students agreed 180(75.9) that longitudinal Student mentorship program is an informative and interesting program for the university and on the other side 16(6.8) have disagreed pertaining to the issue. When pertaining to information of Mentors/Mentees to student mentorship program majority of the student 155(65.4) have agreed that information about the program is well informed about the happenings of the program. When the perception of progress and continuity of the program majority have 215(90.7) have agreed that university should continue to have this program in long term.

Conclusion: longitudinal mentorship program has been a great concern for the present generation of students, who require adequate fostering in their professional career. Many students want this program for nurturing in their professional attributes and many felt there is an absolute need to progress and its continuity. Hence this study is concluded the perception of program is needed for continuous relationship in their academic career.

Introduction:

Since the World Health Organization identified interprofessional education (IPE) as an important component of primary health care in 1978(1), health sciences educators continue to debate when it might be best to introduce IPE into the academic training of health professionals. While IPE continues to be offered at increasingly early stages in students' professional development, few if any IPE initiatives have targeted undergraduate pre-health professional students who are likely to enter health professional programs.

Review of literature:

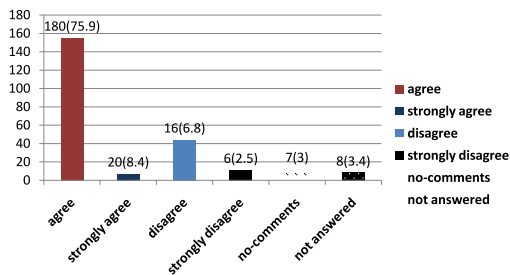
The Student Mentoring Program is a career based effort. It grows out of interest in student among mentor and mentees relationship. It mainly acts as a supportive field in the field of current research on attitudes of the student this in turn make more successful transitions to adulthood relationship. Factors may be associated with those types of families have made it increasingly difficult for economically disadvantaged students to connect with "natural mentors," or adults from their neighborhoods or social networks with whom mentoring relationships could evolve organically. The Student Mentoring Program provides funding for grantees to develop programs to assist students who lack positive role models and are at risk of educational failure, dropping out, or involvement in criminal or delinquent activities(3). The program matches at-risk students with trained adult or peer (secondary school) mentors to form positive relationships through regularly scheduled academic, social and recreational activities. ED funding decisions give absolute priority to programs that address the academic and behavioral problems of students with "the greatest need" living in rural and/or high crime areas, in troubled home environments, and/or who attend schools

with violence problems. Providing assistants at various level is necessary for mentoring programs have emerged in response to this problem to connect at-risk students with volunteer mentors from outside the family who serve as role models, provide support and guidance, expose students to new things, and provide academic assistance. Most school-based mentoring programs foster one-to-one relationships and encourage mentors and students to commit to working together from their initial meeting through at least the end of the school year(2). Although they take place at schools, school-based mentoring programs are not necessarily expected to focus exclusively on improving students' academic performance they can also focus on other outcomes as well: improving interpersonal relationships,

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Results: Majority of the students agreed 180(75.9) that longitudinal Student mentorship program is an informative and interesting program for the university and on the other side 16(6.8) have disagreed pertaining to the issue given in Table1.. When pertaining to information of Mentors/Mentees to student mentorship program majority of the student 155(65.4) have agreed that information about the program is well informed about the happenings of the program. When the perception of progress and continuity of the program majority have 215(90.7) have agreed that university should continue to have this program in long term.

Table.1. Student mentorship programme is an informative and interesting programme for the university



Discussion: Various studies done by different authors on mentorship to find the possible outcome which was reflected similarly in the present study. A study done in developing country about the relationship of students attitude among mentors and mentees. Most of the medical universities do not have the incorporation of student mentorship programme and when we actually look up on the social and personal aspects of the students not much review was not available and when we look on the perception of continuity, most of the review says that university should continue to have this program in long term which was similar in our studies compared to various studies(4,5).

In conclusion Interprofessional education of health professional by longitudinal mentorship program has been a great concern for the present generation of students, who require adequate fostering in their professional career. Many students want this program for nurturing in their professional attributes and many felt there is an absolute need to progress and its continuity. Hence this study is concluded the perception of program is needed for continuous relationship to progress in their academic career.

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