

**Idaho WWAMI Pre-Med
Mentoring Program:**

**General Guidelines
for
Mentors
2020-2021**



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I. Introduction to the WWAMI Pre-Med Mentors Program

The Idaho WWAMI Pre-Med Mentoring program is a Service-Learning approved project. The goal of the program is to provide a near-peer resource for undergraduate students preparing for medical school and to develop relationships between Idaho WWAMI medical students and pre-med students. Students from all Idaho universities can apply to the program through the application on the North Idaho AHEC website and will be paired with a medical student mentor. Meetings can be via Zoom, or in person if that is feasible and safe.

Students who are in their Junior or Senior year of their undergraduate degree will be prioritized, as well as students from under-represented/disadvantaged backgrounds.

As a mentor, you should plan to meet with your mentee for at least 1 hour per month and complete a brief reflection on your experience after each meeting.

II. Mentor Expectations

As a mentor, you can provide resources, advice based on your own experience of applying to medical school and general information about being a medical student. **You need not be an expert in the application process or anything else:** the goal of the

program is to develop relationships between medical students and undergraduates and to make the process of getting into medical school feel less daunting.

You are not expected to be:

- An advisor
- A tutoring resource
- A counselor to work out personal concerns

When you receive your mentee pairing(s), please reach out to them within 24-72 hours to schedule an introductory meeting. If the mentee does not reply within a reasonable amount of time, you can email the Mentor Program lead, who will check in with the mentee to make sure they are still interested in the program.

If you wish to provide your personal number to your mentee, that is up to you, but corresponding via email is recommended to maintain professional boundaries and protect your valuable time.

During your first meeting, ask your mentee to share their goals in the program. Make a plan of when to meet and how often you would like to meet. Although the mentee will likely come with questions, be prepared to fill in awkward silences. For example, ask them what extra-curricular activities they are pursuing and if they have any questions about these, when they are taking the

MCAT and how they plan to study, how far out they are from applying, etc.

III. Professionalism

Many undergraduates are still developing their understanding of professionalism. Your interactions with your mentee are a great opportunity to model professional etiquette such as courteous email exchanges and punctuality. You are expected to maintain confidentiality and respect for your mentee's privacy, especially in regard to FERPA.

IV. Listening

Sometimes, your role as a mentor may be to listen. As stated, you are not expected to be a counselor for your mentee's personal concerns, but listening is important in order to understand their goals and interests. Think of this as practice for interactions with patients in the future: listen in order to understand and provide useful and relevant recommendations. See appendix for additional resources.

V. Goal Setting

During your first meeting with your mentee, work with them to define their goals. You can encourage them to use:

S.M.A.R.T. criteria to create meaningful and motivating goals:

- **Specific:** Is your goal well-defined?
- **Measurable:** How will you know when you have made progress or achieved your goal?
- **Achievable:** Do you have the resources to achieve your goal?
- **Relevant:** Is it meaningful and valuable to you personally or professionally?
- **Time-limited:** Do you have a deadline or phases for achieving/reviewing the goal?

(Adapted from Peer2Peer from Colorado University)

VI. Reflection

As a SLAC-approved project, the mentoring program requires a component of reflection. Each month, after you have met with your mentee, you will be asked to complete a short reflection about what you have gained from your interactions with your mentee and how you think you were able to provide useful guidance, as well as areas for improvement in the future. Because the program is SLAC approved, you can also enter your hours in RedCap as Service Learning hours.

VII. Appendix

Mentoring Resources:

- Listening Skills in Mentoring:
https://www.cipd.co.uk/Images/effective-listening-skills-in-mentoring_tcm18-16957.pdf
- Skills for Successful Mentoring:
[https://my.lerner.udel.edu/wp-content/uploads/Skills for Sucessful Mentoring.pdf](https://my.lerner.udel.edu/wp-content/uploads/Skills_for_Sucessful_Mentoring.pdf)
- Introduction to Mentoring: A Guide for Mentors and Mentees:
<https://www.apa.org/education/grad/mentoring>

Idaho University Pre-Health Advising Emails:

- University of Idaho: pre-health@uidaho.edu
- Lewis Clark State College:
jmhornby@lcsc.edu, hlhensonramsey@lcsc.edu
- College of Idaho:
akoga@collegeofidaho.edu
- Boise State University:
erincolburn@boisestate.edu
- Idaho State University:
garcvale@isu.edu
- Northwest Nazarene University:
prehealth@nnu.edu

Pre-Med Resources:

- University of Idaho Pre-Health Advising Website
www.uidaho.edu/pre-health
- Allopathic Medicine: www.aamc.org
- AAMC Fee Assistance Program:
<https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/fee-assistance-program/>
- Medical School Admission Requirements (MSAR):
<https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/medical-school-admission-requirements/>
- Osteopathic Medicine:
www.aacom.org

Study Resources:

- Cramfighter: <https://cramfighter.com/>
- Khan Academy: <https://www.khanacademy.org/>