MENTAL HEALTH WORKFORCE
PROFESSIONAL ENTRY

**WORK INTEGRATED LEARNING
SUPERVISION PROJECT**

A Sydney Interdisciplinary Clinical
Training Network Project

mhcc
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Peer Group Mentoring Framework for the Development of Student Supervisors

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Community Sector Interprofessional Learning and Supervision Model

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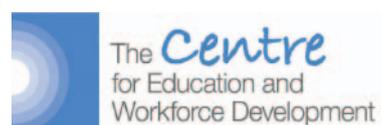
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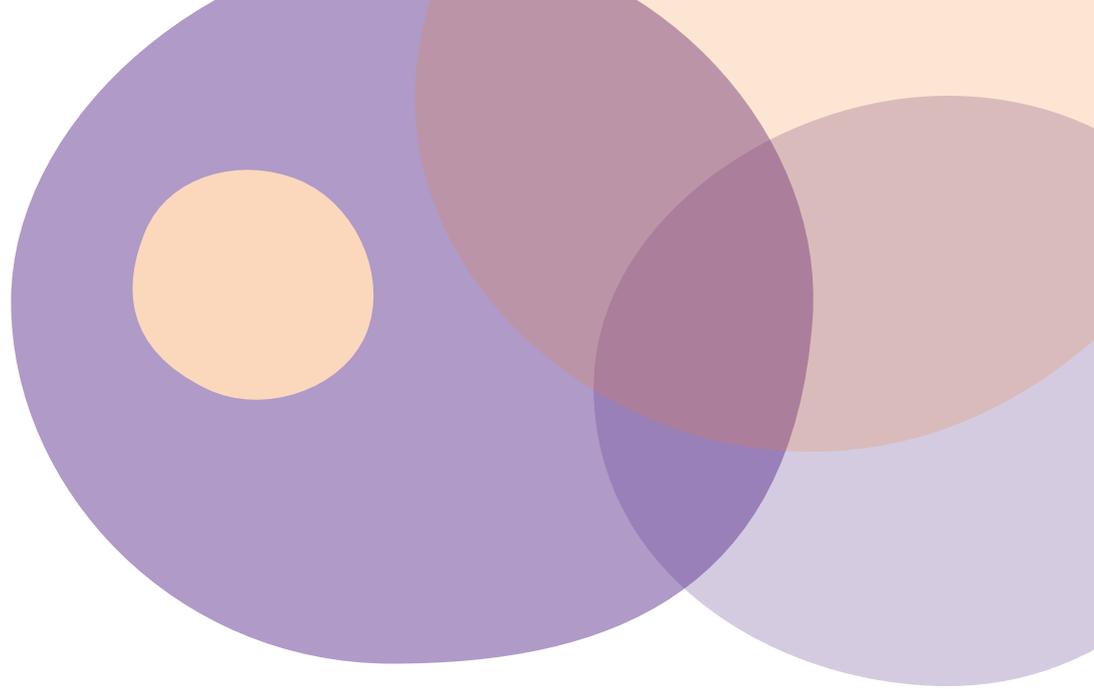
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ABBREVIATIONS USED IN FRAMEWORK

CEWD	Centre for Education and Workforce Development
HETI	Health Education and Training Research Institute
ICTN	Interdisciplinary Clinical Training Network
MHCC	Mental Health Coordinating Council
NGOs/CMOs	Non-government community managed organisations
SLHD	Sydney Local Health District
TOTR	Teaching on the Run

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A Peer Group Mentoring Framework for the Development of Student Supervisors

1. FRAMEWORK SUMMARY

The *Peer Group Mentoring Framework for the Development of Student Supervisors* provides an evidence-based framework to guide organisations in supporting and further developing their staff involved in student supervision. The Framework draws together a synthesis of the peer group mentoring literature; findings from stakeholder interviews on their views of peer group mentoring; and, a trial of a peer group mentoring program. A model for a peer group mentoring program is included along with supporting resources. Finally, recommendations for its implementation and evaluation are provided.

The process for developing the Framework began with a review of the literature. This informed the development of an interview guide which was used to interview key stakeholders on their views of peer group mentoring. Literature and interview findings were subsequently incorporated into an initial draft of a peer group mentoring framework. This draft Framework was trialed with participants from non-government community managed organisations (NGOs/CMOs) and health settings. Findings from the trial demonstrated strong support for the Peer Group Mentoring Framework, endorsed the interprofessional nature of the Framework and identified the broader benefits of peer group mentoring. Following the trial, the Framework was refined to produce this final document.

The Peer Group Mentoring Framework is deliberately designed to bring together participants from a range of professional backgrounds to encourage the sharing of experiences, perspectives and knowledge bases, thus encouraging interprofessional learning. The Framework is also flexible to enable delivery across sectors, for example community service and/or health settings.

Whilst this Framework focuses on the development of student supervisors, it can readily be adapted for other contexts such as staff supervision and research skill development groups. Skills developed are readily transferable to other areas of practice. Elements of the framework, for example, the reflective practice approaches, can be applied to other aspects of work life such as problem solving and conflict management within the workplace.

Successful implementation of the Peer Group Mentoring Framework will require organisational support and commitment. Resources are required to establish the mentoring program within the organisation, facilitate the large group sessions, provide consultation to peer mentoring groups as needed and monitor the program's ongoing delivery.

Recommendations for future development include:

1. Seek organisational support to run a longer pilot of the Peer Group Mentoring Framework (e.g. 1 year) within the public health and community managed sectors;

2. Implement a train-the-trainer program for peer mentoring group leaders;

3. Seek funding to develop and implement a research plan to rigorously evaluate the impact of the Framework on participants as well as students they supervise;

4. Disseminate findings of the trial nationally and internationally– e.g. in an appropriate peer reviewed journal.

2. AN OVERVIEW OF MENTORING

Summary

Whilst this Framework focuses on **peer group** mentoring for student supervisors, it is important that readers have an understanding of mentoring more generally. This section provides an overview of mentoring and a glossary of terms. The theoretical underpinning for peer group learning is also discussed.

What is mentoring?

Mentoring is a voluntary professional relationship based on mutual respect and agreed expectations that is mutually valuable to all involved and includes professional development and growth and support. (Fawcett, 2002; Heartfield, Gibson, Chesterman, & Tagg, 2005). Mentors act as "critical friends" in encouraging reflection to achieve success (Costa & Kallick, 1993).

Mentoring sessions often involve identifying challenges, workshopping potential responses to the challenges, trying these out prior to the next mentoring session, then reporting back at the beginning of the next session (Mental Health Coordinating Council, 2012).

What are the aims of mentoring?

Mentoring aims to provide opportunity for:

- Personal and professional growth;
- Reflection and the development of reflective practice skills;
- Support;
- Career development.

Glossary of terms

Peer

For the purpose of the Peer Group Mentoring Framework, peer refers to work colleagues at similar points in their career who share a similar interest around developing their student supervision skills. Peers are equal in status.

Mentoring

A voluntary professional relationship based on mutual respect and agreed expectations that is mutually valuable to all involved and includes personal and professional development, growth and support (Fawcett, 2002; Heartfield et al., 2005). Mentors act as "critical friends" in encouraging reflection to achieve success (Costa & Kallick, 1993).

Traditional dyad model of mentoring

A more senior and experienced person acts as a mentor to a more junior mentee or protégé in enhancing mentee personal and professional growth and development.

Peer or co-mentoring

Where two peers or colleagues at similar points in their careers form a collaborative mentoring relationship to mutually foster personal and professional development.

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purposeofeducation/5674829526/

Peer group mentoring

Where three or more peers or colleagues at similar points in their careers form a collaborative mentoring relationship. Peers actively contribute and interact as co-mentors for others within the group, learning from each other to enhance opportunities for personal and professional development for all within the group.

Supervision

"... the oversight – either direct or indirect...of professional procedures and/or processes . . . for the purpose of guiding, providing feedback on, and assessing personal, professional and educational development in the context of each learner's experience of providing safe, appropriate and high quality patient/client care"

(Health Workforce Australia, 2013).

Coaching

A solution focused, goal oriented systematic process in which the coach facilitates the enhancement of performance, self-directed learning and personal growth of other individuals (Grant, Passmore, Cavanagh, & Parker, 2010).

How does mentoring differ from supervision and coaching?

Whilst there is some overlap between mentoring, supervision and coaching, there are quite distinct differences. These are outlined in Table 1.

Table 1: Comparisons between mentoring and supervision (Fawcett, 2002; Health Workforce Australia, 2013; Heartfield et al., 2005)

Mentoring	Supervision	Coaching
Mutually valuable to all involved in the mentoring relationship	Focuses on the person being supervised	Focuses on the person being coached
Equal relationship between mentee and mentor	Depending on type of supervision, the relationship between supervisor and supervisee may be hierarchical	Facilitated by a coach, generally from outside the coachee's workplace
Is non judgmental , non-directive and non-authoritarian	The supervisor may provide corrective feedback in order to support improved practice.	Facilitator will use a range of approaches depending on the situation
May or may not be conducted in work time. Often conducted away from work setting	Usually conducted in work time within the work setting but away from immediate area of practice	May or may not be conducted in work time. Often conducted away from work setting
Voluntary	Often a requirement of the employment position	Voluntary
Can be informal or a more formal structured arrangement	Usually a formal arrangement	Usually a formal time limited agreement
Primarily educational and supportive functions	Educational, supportive and administrative functions	Results oriented, solution focused
Outcomes related to personal and professional growth and development; career progression; improved practice (skills , knowledge, insights into practice)	Outcomes related to improved practice (skills , knowledge, insights into practice) and professional development	Outcomes related to specific agreed goals aimed at personal and professional growth and development

Theoretical underpinnings for peer group mentoring

A review of group dynamic theories is beyond the scope of this document. Instead, this section will provide an overview on learning theory relevant to the peer aspect of peer group mentoring.

Peer group mentoring is under-pinned by theories of constructivism. Constructivism recognises learning as the gradual process of building meaning and understanding (McInerney & McInerney, 2002). Learners play an active role in the learning process through building on prior experiences and understanding (Hager & Smith, 2004). Learning is viewed as a conceptual change rather than the acquisition of knowledge (Biggs, 2003). *Social constructivism* acknowledges the role social interaction has on the learning process. It therefore focuses on the learner's construction of knowledge in the social context (McInerney & McInerney, 2002). Through peer interaction, peer group mentoring programs enable group members to share experiences and build on each other's experiences and understanding to co-construct meaning.

Reflection is a critical component of the peer group mentoring process and can be theorized through a number of reflective practice models (e.g. Boud, Keogh, & Walker, 1985; Moon, 2004; Schon, 1983). Common to most reflective models is an awareness of uncomfortable thoughts and feelings; critical analysis of thoughts and feelings; and gaining of new perspectives. In the peer group mentoring process, participants assist each other in working through an experience or issue to individually and/ or collectively gain new insights and perspectives.

Peer group mentoring harnesses the benefits of peer group learning. Peer group learning provides companionship and a sense of solidarity in dealing with challenges (Baldry Currens, 2010), in this case of student supervision. The conversation-based peer group mentoring draws on dialogic collaboration skills essential to effective peer learning, described by Baldry Currens, (2010) which include questioning, clarifying, exchanging information and jointly constructing rich co-constructed dialogs to support group learning. Like all effective peer learning activities, the peer group mentoring framework requires peers to commit to experiential and reflective learning.

A Peer Group Mentoring Framework for the Development of Student Supervisors
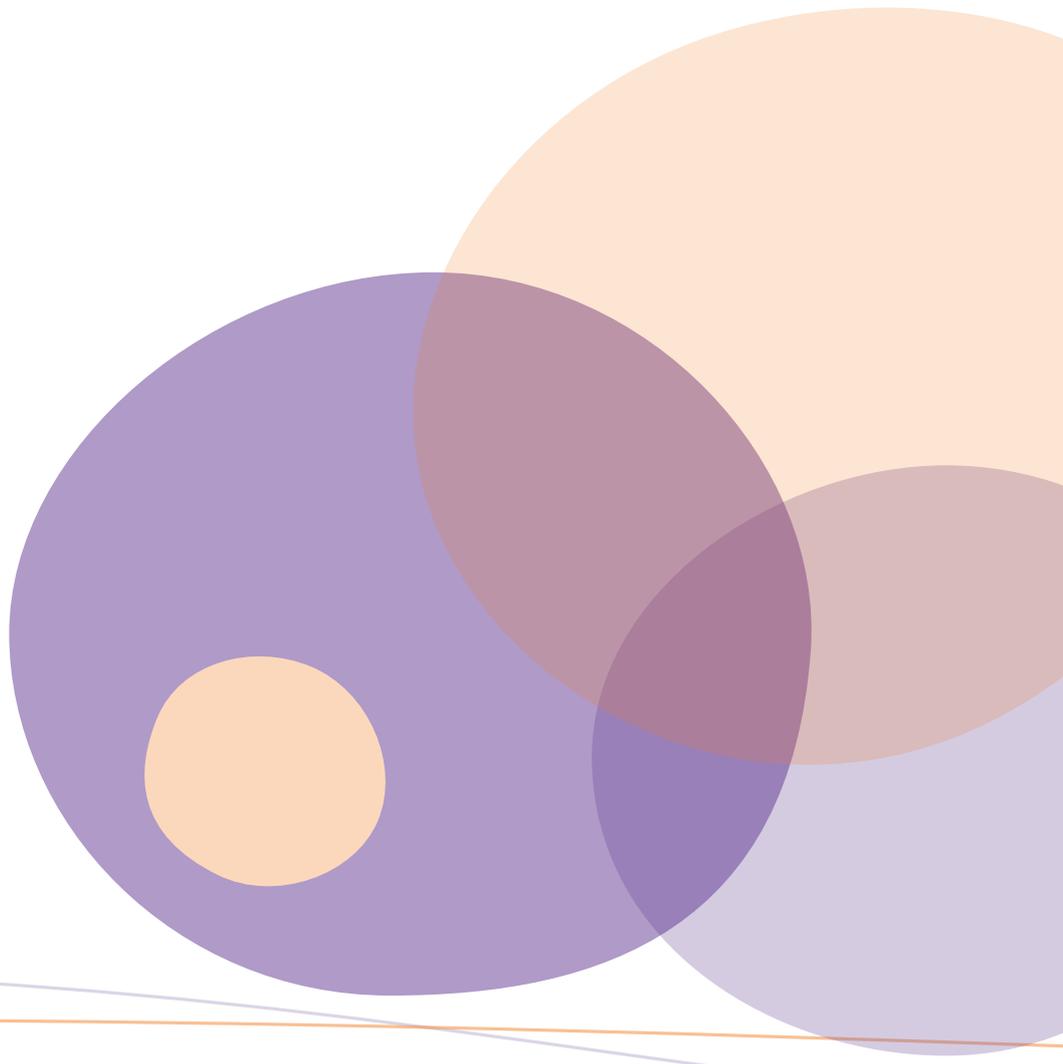
3. LITERATURE REVIEW

A critical review of outcomes of peer group mentoring and elements influencing its success

Summary

This literature review begins by providing the rationale for adopting peer group mentoring as the preferred mentoring model for the development of student supervisors. The literature on peer group mentoring is reviewed, focusing on research studies that evaluate the outcomes and processes of peer group mentoring programs.

Introduction

Mentoring and mentorship programs have been utilised across a range of community service, health, education and corporate settings. However, its use to support, guide and develop student supervisors is less common.

Traditionally, mentoring has taken the form of a more experienced mentor "mentoring" a more junior or novice mentee. Here mentoring is viewed as a personal, helping relationship between mentor and mentee designed to support, grow and professionally develop the mentee (Ehrich, Tennent, & Hansford, 2002). Benefits of mentoring are well documented. Mentees report increased support, confidence, career affirmation, skill development (Ehrich, Hansford, & Tennent, 2004). Mentors report increased collegiality, reflection, personal satisfaction and interpersonal skill development (Ehrich et al., 2004). However, mismatches between mentee and mentor personalities (Moss, Teshima, & Leszcz, 2008; White, Brannan, & Wilson, 2010; Wilson, Brannan, & White, 2010); differences in understanding and expectations of the mentoring relationship and role (Jacobson & Sherrod, 2012); power differentials (Freeman, 2000); mentor experience; and time constraints (Hubbard, Halcomb, Foley, & Roberts, 2010) can impact on the success and sustainability of the mentoring program.

An alternative approach to the dyad mentoring model is group mentoring whereby group members cooperatively and collaboratively support and professionally develop each other within the mentoring group. This approach draws from the practice supervision literature where group supervision is put forward as an effective way of making best use of scarce funding and time resources; breaking down professional barriers through interprofessional group composition; encouraging a sharing of perspectives and learning from each other; strengthening teams through group critical reflection on practice; and reducing an individual supervisor's bias (Dilworth, Higgins, Parker, Kelly, & Turner, 2013).

A recent review of the theoretical basis and research of group mentoring (Huizing, 2012) proposed a typology of group mentoring: peer group mentoring; one mentee to many mentors; many mentees to one mentor; and many to many mentoring. The latter was defined as a mentoring group where "the group has identified the role of the mentor for the life of the group with two or more people within the group" (Huizing, 2012, p. 49). Other members have the role of mentee. In contrast, peer group mentoring was defined as the mentor role shifting within the group. The author concluded that, whilst benefits between the peer group mentoring and many-to-many model were similar, the many-to-many model offered most promise as groups were better able to stay focused. However, this potentially poses challenges for the longevity and sustainability of mentoring groups and does not allow for the development of co-mentoring skills in peers. A more appropriate model might be a combination of the two: where experienced facilitators provide the scaffolding within a peer group mentoring framework.

The purpose of this current literature scan was to review the literature specifically on the processes and outcomes of peer group mentoring with and without more experienced members providing advice and support. It aimed to scope current understanding of peer group mentoring as a strategy for supporting and developing participants with the view to developing a sustainable peer group mentoring framework specifically for student supervisors. The intention would be to use this framework within both the health and community managed sectors.

Review methods

The following questions were used to inform the search then interrogate the literature:

- What models of peer group mentoring for staff are currently reported in the literature?
- What elements are necessary for an effective staff peer group mentoring program?
- What are the outcomes of peer group mentoring programs involving staff?

Review strategy

The Web of Science, ERIC, PSYCHINFO, OVID, and Google Scholar databases were searched using the following keywords: co-mentoring, peer mentoring, collaborative mentoring, group mentoring. The search was limited to English language papers. We also reviewed references of identified papers and web searched for key policy and guidelines.

The original search identified more than 600 papers, reviews and commentaries. We deliberately kept our context broad to capture papers outside the health and community managed organisations setting. To address our specific interest in outcome based peer group mentoring research, we excluded all papers where the abstract did not describe research outlining the model used, process and outcome of peer group mentoring. We also excluded papers where it was unclear that peers mentored each other; that described dyad hierarchical mentoring (mentor- protégé); and co-mentoring between two peers. We excluded papers that involved students as participants.

This resulted in identification of 10 papers.

Review procedure

All studies that met the inclusion study were checked for research quality using the McMaster University critical review form for qualitative studies (Letts et al., 2007) and the McMaster University critical review form for quantitative studies (Law et al., 1998).

Findings

We identified only 10 papers that outlined the model used and provided research data on processes and outcomes of peer group mentoring. Due to the low numbers of studies located, we did not further exclude any based on quality. However, many of the qualitative studies failed to adequately describe the data collection process and analysis methodology making it difficult to establish the rigor of the study.

The findings of the review are structured to summarise relevant studies that addressed each of the review questions listed earlier. A summary of the studies included in the review are listed in Table 2.

Table 2: Studies included in review

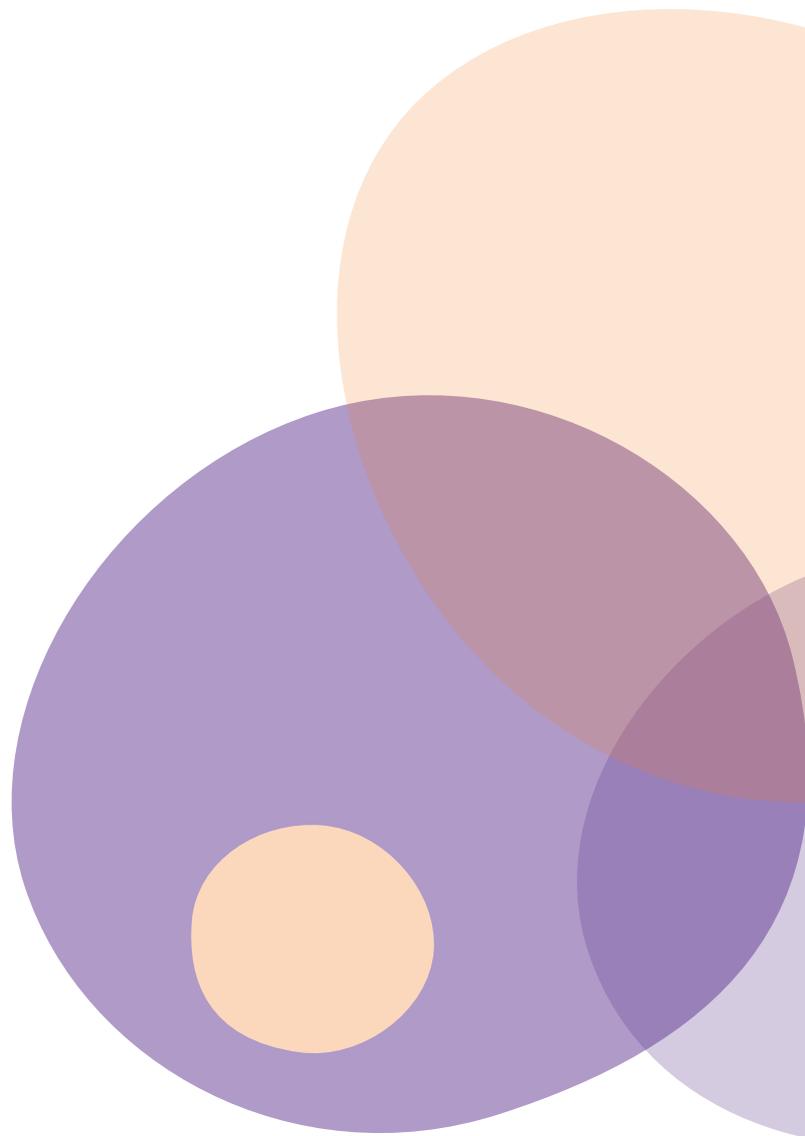| Study authors and publication date	Country of study	Study participants	Study design	Number of participants in research	Study quality
Darwin & Palmer, 2009	Australia	University academic staff from a range of faculties	Mixed methods: Quantitative – questionnaire (e.g. satisfaction; perceived benefits) Qualitative – focus groups	Questionnaires: unspecified (20 in mentoring program) Focus groups: 9	Qualitative data analysis not described in detail
Files et al., 2008	USA	Female physicians working in academic medical practices	Quantitative - self assessment survey	4	Validity and reliability of questionnaire not established
Jackson-Bowers, Henderson & O'Connor, 2001	Australia	New graduate librarians	Qualitative – focus groups	13 (across two focus groups)	Data analysis not described in detail
Lord et al., 2012	USA	Junior clinical educator faculty staff (Psychiatry discipline) working in university medical centre	Qualitative – interviews; observations; document analysis	6	Data analysis methods only briefly provided
McCormack & West, 2006	Australia	Female University employees (academic and general staff)	Qualitative – open ended questionnaire responses; focus groups; in-depth interviews	103 over 5 years	Qualitative methods detailed
Moss et al., 2008	Canada	Junior academic psychiatry staff at a teaching hospital	Qualitative – focus group	10	Data analysis methods only briefly provided
Mullen, 2000	USA	Staff working within a school and University staff	Qualitative – open ended questionnaire	17	Qualitative data analysis not described in detail

Study authors and publication date	Country of study	Study participants	Study design	Number of participants in research	Study quality
Pololi et al., 2002	USA	Junior academic staff from a university medical school	Mixed methods: Quantitative – attendance rate; number of scholarly articles submitted/ accepted for publication; questionnaire (satisfaction) Qualitative – participant narratives; interviews	18	Qualitative data analysis not described in detail
Ritchie & Genoni, 2002	Australia	New graduate librarians	Quantitative - questionnaires	23 in experimental group 18 in comparative group 1 (no mentoring) 22 in comparative group 2 (one-on-one mentoring)	Validity and reliability established for only one of three questionnaire used
Scott & Smith, 2008	USA	New graduate nurses	Qualitative – focus groups	Focus group numbers unspecified (25 new graduates in mentoring program)	Data analysis not described in detail

What models of peer group mentoring are currently reported in the literature?

Peer group mentoring models reported in the literature can be broadly categorized under three types:

1. Peer mentoring groups– run by peers;

2. Peer mentoring groups –experienced facilitator/ advisor present (active role);

3. Peer mentoring groups – run by peers, facilitator present (supportive role).

1. Peer mentoring groups – run by peers

Mullen (2000) described a school-university collaborative mentoring model aimed at strengthening ties between school professionals and university academics. The mentoring program aimed to help develop school leaders as researchers and university leaders as collaborators. The mentoring group consisted of 17 members with a range of experience and professional backgrounds. Members met biweekly after school hours to share research stories, assist with problem solving as well as share their own work experiences and understanding of the mentoring process. As part of the model, it appears that members also took part in their own separate mentoring relationship so were able to bring these experiences to the group and further enhance their mentoring skills through learning from others' input.

2. Peer mentoring groups – experienced facilitator/ advisor present (active role)

University based

Pololi and colleagues (2002) described a "collaborative mentoring program" to assistant junior academic medical staff with their career development. This structured peer group mentoring program consisted of an initial 3 day session followed by a full day program once a month for 6 months. Manuals which included reading materials and a career planning section were provided. Participation was voluntary.

Sessions tended to follow a similar format: a combination of narrative writing, short lecture, role plays and facilitated discussion. Session topics included team building, value clarification, career planning, negotiation, conflict resolution,

oral and written presentations and gender and power issues. Sessions were facilitated by the program director in collaboration with a visiting facilitator with particular content expertise. Sessions were designed to incorporate the experiences of the participants and to provide opportunity for reflection. Whilst the authors suggest that their collaborative mentoring program addresses the issues often seen with the traditional dyadic mentoring model including lack of mentor time, inconsistency and being subject to only one perspective, the program described is more akin to a continuing professional development program than one of group mentoring.

Darwin and Palmer (2009) described a mentoring circles approach to peer group mentoring whereby new academic staff within a higher education institution met regularly to share advice, support each other and share information about working within the institution. Membership was cross-disciplinary. Members met every 3 weeks for two hours over a six month period. No details were provided regarding meeting place nor whether it was within or outside work times. Participation was voluntary and all members were expected to commit to the program. However, some members were "invited" to attend by heads of schools, prompting the authors to suggest coercion might have been present. Each mentoring circle had six to eight members.

Each circle had an outside facilitator who assisted with group process management, for example, ensuring equal participation. Each of the three groups described in the study appeared to follow its own structure, for example, in one group the more experienced members took a mentoring role. In another group, all members regardless of experience took this role. Topics discussed at the sessions were initiated by members and included career, leadership and personal issues.

McCormack and West (2006) described a facilitated peer group mentoring program for university female academic and general staff. This year long voluntary program brought together women from a range of professional experiences and positions to form mentoring groups of eight – ten participants. Each group had two trained university facilitators to provide guidance on group processes. All participants attended a one-day workshop followed by a two day residential retreat. Mentoring groups then met fortnightly for three hours for the rest of the year. However, it is unclear whether this was within or outside work time and the location of these meetings. At

midway, all participants re-grouped to review the mentoring process.

The structure and content of individual mentoring sessions was not detailed. However, overall, the program was designed to assist participants develop greater professional autonomy and confidence, foster professional networks and to provide career development and training opportunities. Content of sessions focused on issues, knowledge and skills individual groups wanted to explore. Participants were encouraged to co-mentor each other.

Health setting based

Scott and Smith (2008) described a group mentoring program for new graduate nurses. This program was separate to but complemented the existing preceptorship program attended by the nurses. Whilst the preceptorship program focused on skill and knowledge development, the mentorship program was designed to offer emotional support, advice and role modeling of acceptable nurse behaviours and organisational values. Participation in the year long mentoring program was part of the new graduate's first year of work. In the first year, 25 new graduate nurses participated.

A team of three senior nurse education specialists met quarterly with the group of new graduate nurses. These day long meetings had a structured education component as well as dedicated time for sharing of experiences and reflection on practice. In addition these meetings, the Nurse Education Specialists met informally with the new graduate nurses on the wards and one-on-one as needed.

3. **Peer mentoring groups – run by peers, facilitator present (supportive role)**

Health setting based

Files and colleagues (2008) described a "facilitated peer mentorship" program for female junior medical academic staff. Whilst participation in the program was voluntary, participants ("peer mentors") were asked to sign a contract committing themselves for a year to the program. Peer mentors met weekly to monthly. The institution quarantined time for these meetings. A pool of more senior women faculty staff were recruited as "facilitator mentors". A facilitator mentor joined the group monthly but was available on an as-needed basis. Facilitator mentors also met together monthly to discuss the progress of the group and address any challenges as they arose.

A set pre-determined curriculum was followed throughout the mentoring program. Goals of the program incorporated skill development in academic writing as well as peer mentoring skill development. The first stage of the program focused on skill acquisition and enhancement, particularly around academic writing. The second stage focused on applying these skills to writing an academic review paper. The third stage focused on developing a research protocol. The actual format to the peer group meetings was not described. Throughout all phases, peers provided feedback to each other. Facilitator mentors also provided manuscript feedback and guidance.

Moss and colleagues (2008) described a peer group mentoring program for junior psychiatrists working within a university teaching hospital. Although initiated by a senior member of the department, the purpose, format and content were negotiated between the ten participants. Participation in the mentoring program was voluntary. The group met on a weeknight for two hours every two months for a year. These were dinner meetings in the hospital boardroom or at the home of a group member and funded by the psychiatry department. Attendance rate was not reported.

Meetings were unstructured, often involved a guest speaker, and covered general topics affecting junior faculty such as quality improvement, collegiality and support as well as more specific topics nominated by participants. Although the senior department member attended the meetings, his role was more as an observer. The process followed to encourage reflection was not described in detail. Description of the meetings suggests they were more of an interest group than peer group mentoring per se.

Lord and colleagues (2012) described a self-directed and self-regulated peer group mentoring program for clinician educator faculty within a university medical centre department of psychiatry. Whilst a senior faculty mentor was present to provide advice, support and opportunities, the clinician educators set the agenda and structure for the sessions. Participation was voluntary. The group met every one – three months of an evening for two – three hours. Evening meals were provided by the faculty. Lunchtime meetings were added in the third year of the four year program. Average attendance at the sessions was 80% over four years.

Meetings followed a set format allowing all members to share their issues or concerns and have their colleagues provide support, feedback and advice. Session topics included anxiety about promotion, career direction, professional relationships, and scholarship ideas. However, there was also opportunity for individuals to raise any career –related topic. Individuals acted as leaders for specific sessions.

Non-health setting based

Ritchie and Genoni (2002) described a peer group mentoring program designed to support new graduate librarians transition into their profession. The program was developed through the Australian Library and Information Association (Western Australia branch) in responses to a reluctance of new graduates to put themselves forward for one-on-one mentoring and an observation that graduating students often found support amongst their peers. Over the year of the program, 23 new graduate librarians met monthly for two hours in a practitioner's library. These meetings were largely organised, chaired and run by the group members. Participants took it in turns to "lead" the sessions. However, two more experienced facilitators established the initial meeting, provided operational support as needed, updated the group on the Association's events and were available for one-on-one mentoring if required. It is unclear whether the facilitators attended all subsequent meetings. If so, they appeared to take a support role to encourage development of peer mentoring skills in the participants and to give feedback to participants on their mentoring and leadership skills.

The actual structure of the meetings was not described in detail. Guests were invited to present at meetings. Training in mentoring skills such as giving and receiving feedback and career planning were incorporated into the program.

Jackson-Bowers and colleagues (2001) adopted a similar model to Ritchie and Genoni (2002) with 17 new graduate librarians from another Australian state (South Australia). As with the Ritchie and Genoni program, meetings were chaired and run by the group members. Two "mentors" provided operational support, updated the group on the Association's events and were present to offer informal professional advice and emotional support as needed. However, it is unclear the relationship of the "mentors" to the other members of the group. Importantly for mentoring, there was no mention of opportunities for reflection or a structure to encourage reflection.

What elements are necessary for an effective peer group mentoring program?

Pololi and colleagues (2002), in their Collaborative Mentoring Program, identified three primary contextual factors required for the success of their program: 1. A safe, supportive learning environment; 2. dedicated regularly scheduled time for the program; 3. and a program setting separate to the usual work place. Participants also valued the opportunity to interact with peers who were at a similar career level to them in a non-hierarchical relationship. In effect, they acted as co-mentors with their peers, sharing experiences, insights and ideas and collaboratively problem solving and giving support.

Darwin and Palmer (2009) identified four important success factors for mentoring circles. First, members need to commit to attending. Second, confidentiality needs to be maintained. Third, ways of developing rapport between members need to be encouraged. Finally, attendance needs to be voluntary. Participants also commented on the cross-disciplinary nature of their mentoring circles as a positive influence on their success.

McCormack and West (2006) suggest the combination of having trained facilitators and a group willing to support each other contributed to the success of their program. Both factors created a safe environment for participants to openly explore ideas and feel comfortable challenging each others' beliefs and values. Diversity in group composition was also seen as important, linking women across the traditional university divides. The non-hierarchical relationships that formed encouraged the co-mentoring within and between groups.

Participants in Files and colleagues (2008) facilitated peer group mentoring program found the following most helpful: protected time for the program; peer feedback and interaction; clarity of participant responsibilities; and meeting as a group. The authors suggest that having a curriculum structure was also beneficial in assisting participants achieve their goals.

Jackson-Bowers and colleagues (2001) suggest the opportunity for social interaction contributed to the success of their program. This was not necessarily through the set agenda for meetings but through informal discussions and post-meeting socialisation. These interactions kept participants motivated to keep seeking

employment and stay connected with their profession.

Moss and colleagues (2008) identified the importance of involving participants in the planning and creation of the mentoring program ensuring the program meets participants' needs and wishes. They also noted the importance of creating an opportunity for "reflective space" – time away from the busyness of everyday work life. Interestingly, although the senior team member took an observer role, his guidance and experience was drawn on suggesting that fledgling peer mentor groups still value some initial guidance.

Lord and colleagues (2012) attribute the success of their peer mentoring group to the development of a collegial network and frequent contact between participants. While the flat hierarchical structure of the group was seen as beneficial for reducing competition and "political maneuvering" (p. 382) amongst participants, some participants sought greater direction in decision making and greater structure. The authors suggest it is a fine balance between having a senior or external facilitator present and providing leadership, and the group itself developing this role. Mutual trust and group bonding are key to achieving this balance.

Table 3: Elements of a successful peer group mentoring program

	Element	Reference
Structural	Dedicated/ protected and regularly scheduled time for meeting	(Files et al., 2008; Pololi et al., 2002)
	Frequent meetings	(Lord et al., 2012)
	Meeting venue separate to usual work place	(Pololi et al., 2002)
Relationships	Involvement of participants in the planning of the peer group mentoring program	(Moss et al., 2008)
	Non-hierarchical relationship between participants	(Lord et al., 2012; Pololi et al., 2002) (McCormack & West, 2006)
	Clarity of participant roles	(Files et al., 2008)
	Commitment by all to program	(Darwin & Palmer, 2009)
	Focus on rapport building	(Darwin & Palmer, 2009)
	Diversity in group composition	(McCormack & West, 2006)
	Informal socialisation	(Jackson-Bowers et al., 2001)
Learning environment	Safe and supportive learning environment	(McCormack & West, 2006; Pololi et al., 2002)
	Maintaining confidentiality	(Darwin & Palmer, 2009)
	Creating space for reflection	(Moss et al., 2008)
	Peer interaction and peer feedback	(Files et al., 2008; Pololi et al., 2002)
	Guidance by a more experienced member/ experienced facilitator	(Lord et al., 2012; McCormack & West, 2006; Moss et al., 2008)

What are the outcomes of peer group mentoring programs?

Outcomes were often described in terms of personal benefits to participants, educational gains, relational development and productivity improvements (Table 4).

Mullen (2000), using an open ended questionnaire found that participants of a school-university peer group mentoring program reported a greater sense of community and increased confidence in the co-mentoring process as a result of participating in the program. This was attributed to the opportunity to learn from others and to the support networks established. Participants indicated increased confidence with academic writing and conference presentations as well as enhanced classroom problem solving ability (teacher participants).

Pololi and colleagues (2002), using a mixed methods approach to evaluation identified five main outcomes of their collaborative mentoring program: clarification of participant core values; a more deliberate process of career planning; development of collaborative relationships with colleagues; skill development; and improved job satisfaction. They concluded that a peer group mentoring program was as valuable, if not more valuable, than individual mentoring and addressed the issues often seen with the traditional dyadic mentoring model - lack of mentor time, inconsistency and being subject to only one perspective.

Darwin and Palmer (2009), also using a mixed methods approach to evaluation found that two out of the three mentoring circles had successful outcomes, measured by their commitment to continue meeting on their own without an external facilitator on completion of the organised program. One group had succeeded to do this six months later; the other was still in the planning stage. The third group had disbanded prior to the end of the structured program. The authors suggest that this was due to a lack of commitment to the collaborative group environment, varied motives for attending and dysfunctional group dynamics.

For those who successfully completed the mentoring circles program, benefits included increased networking opportunities, peer support, sharing of perspectives, and the role-modeling occurring between junior and senior members. The mentoring circles program was felt to reduce the sense of isolation experienced by some participants within the university sector.

McCormack and West (2006), on analysis of five years of questionnaire, focus group and interview data (103 participants) reported perceived career enhancement in almost two-thirds of participants; increased understanding of university culture; greater sense of belonging and connectedness within the university; increased networking activity; and enhanced job motivation and enthusiasm. Relational benefits continued six months after the facilitated program ended.

Files and colleagues (2008), using a self-assessment survey of academic career satisfaction reported a 30% overall improvement in perceptions of academic skills and career satisfaction in participants of a facilitated peer mentoring program. Whilst only a pilot with four peer mentors, academic productivity for three of the peer mentors increased from zero to three co-authored peer -reviewed publications within 10 months of the program running. All four peer mentors achieved promotion during the one year program.

Ritchie and Genoni (2002), using a pre-post test questionnaire study design reported differences in two outcome variables – career development and increased calling to the profession when compared with a comparative group. This latter was one domain of a five dimension questionnaire on professionalism. This was the only study located that used new graduates not currently mentored; and new graduates receiving one-to-one mentoring as comparative groups. Significant differences were found between the peer mentoring group participants and both comparative groups for activities related to career development, for example preparation of resumes, attendance at continuing education events and participation in association committees and special interest groups. Participants of the peer group mentoring program reported an increased calling to their profession compared with those not receiving mentoring of any kind. However, no

differences were found within the other domains of professionalism. No difference between groups was found in psychosocial development outcome measures, for example perceptions of belonging to the profession, being involved in their peer support network and their ability to apply their skills in the workplace. The authors suggest these findings may reflect the focus of participants on getting a job. Furthermore, only one validated questionnaire was used in this study – that to measure professionalism.

Moss and colleagues (2008), using a qualitative approach (focus groups) to explore participants views of a group mentoring program, reported three key perceived gains: 1. increased knowledge of topics relevant to junior faculty; 2. support and collegiality amongst participants which extended outside of the program meetings times and 3. reduced professional isolation and increased normalization of their concerns. This resulted in a sense of empowerment within their own department.

Similarly, Lord and colleagues (2012) in their qualitative study using semi-structured interviews identified three key positive outcomes of their peer group mentoring program: 1. increased workplace satisfaction; 2. Improved social connection among participants; and 3. Increased professional productivity and personal growth.

Additionally, participants reported increased scholarly activity through publications, new positions and conference presentations.

Scott and Smith (2008), using focus groups to evaluate participant perceptions of their nurse new graduate group mentoring program, found an over-whelming positive response to their program. Benefits included the ability to honestly share experiences and express emotions; the bonding between participants; learning from others' experiences within the group; and the sense of being "cared for by the organisation" (p. 237). Participants did not express any negative aspects to the program and recommended it continue for a further 6 months. The authors concluded, that although originally set up with senior mentors providing guidance, the group evolved into a peer mentoring group where new graduate nurses mentored each other.

Jackson-Bowers and colleagues, also using focus groups with participants of their new graduate librarian mentoring program, determined the main benefits of the program to be increased networking opportunities and the support offered in a period of high unemployment. Indeed, the authors report that this program evolved into a support group rather than a mentoring program per se. This is not surprising as a key element of mentoring, that is, reflection, appeared to be missing in the program.
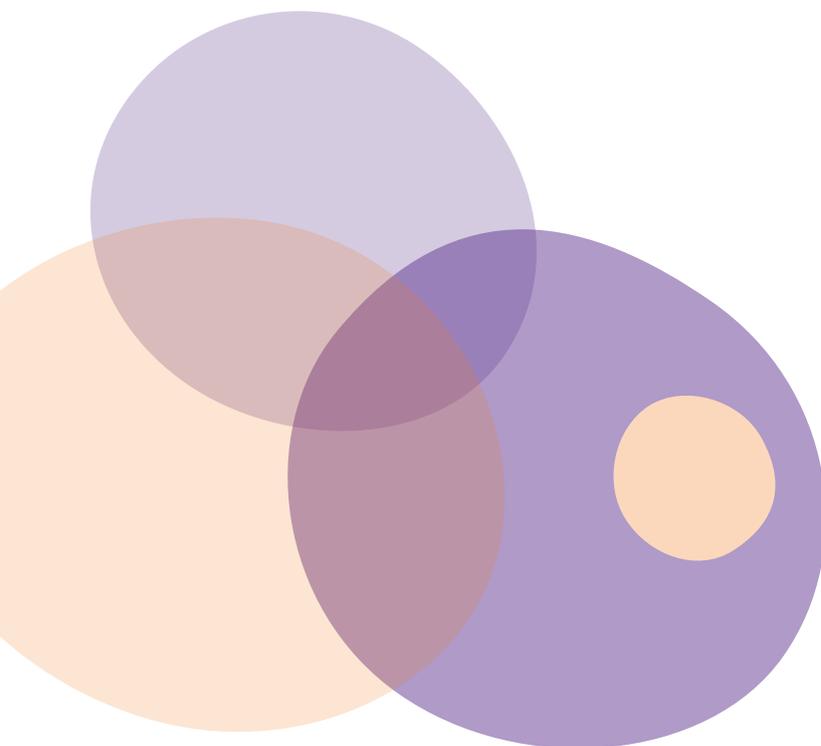
Table 4: Outcomes of peer group mentoring

Outcome	Examples	Reference
Personal	Clarification of participant core values	(Pololi et al., 2002)
	A more deliberate process of career planning	(Pololi et al., 2002)
	Increased normalization of participant concerns	(Moss et al., 2008)
	Personal growth through receiving feedback	(Lord et al., 2012)
	Ability to honestly share experiences and express emotions	(Scott & Smith, 2008)
	Improved job/ workplace satisfaction/ job motivation	(Files et al., 2008; Lord et al., 2012; McCormack & West, 2006; Pololi et al., 2002)
	Career enhancement/ job seeking	(McCormack & West, 2006; Ritchie & Genoni, 2002)
Educational	Knowledge and/or skill development	(Files et al., 2008; Moss et al., 2008; Mullen, 2000; Pololi et al., 2002)
	Peer learning – learning from other participants	(Darwin & Palmer, 2009; Mullen, 2000; Scott & Smith, 2008)
	Role-modeling	(Darwin & Palmer, 2009)
Relational	Development of collaborative and collegial relationships with colleagues	(Darwin & Palmer, 2009; Lord et al., 2012; Moss et al., 2008; Mullen, 2000; Pololi et al., 2002; Scott & Smith, 2008)
	Reduced professional isolation	(Darwin & Palmer, 2009; Moss et al., 2008)
	A sense of being "cared for by the organisation"/ increased professional connection to organisation	(Lord et al., 2012; McCormack & West, 2006; Scott & Smith, 2008)
	Networking	(Jackson-Bowers et al., 2001; McCormack & West, 2006)
	Support	(Jackson-Bowers et al., 2001; Mullen, 2000)
Productivity	Increased professional productivity and involvement in professional activities	(Lord et al., 2012)
	Increased accountability	(Lord et al., 2012)
	Increased scholarly activity - publications, new positions and conference presentations	(Files et al., 2008; Lord et al., 2012)

Discussion

This literature review, with a particular focus on outcome and process evaluation studies, has provided a critical review of the research literature on peer group mentoring. Whilst acknowledging this was not intended to be a systematic review, the strategy used provided a comprehensive search of the peer group mentoring literature.

The limited number of papers that met the inclusion criteria for this review indicate the paucity of outcome related research being reported in the area of peer group mentoring. Whilst more descriptive papers were located, only nine papers met the inclusion criteria of evaluating and reporting on outcomes and processes involved in peer group mentoring. Heartfield and colleagues found similar challenges when developing their mentoring framework for nurses in general practice (Heartfield et al., 2005).

Whilst studies were not excluded on the basis of quality, the quality of reviewed studies varied considerably. All but one of the qualitative studies included in this review (McCormack & West, 2006) failed to adequately report their methodology raising questions about the rigor of the research. In particular data analysis was poorly described. Quantitative data was generally based on self-reported questionnaire data rather than objective measures. Only Ritchie and Genoni (2002) used a validated questionnaire – and this was only for one component of their study (the two other questionnaires used were developed by the authors). Only Pololi and colleagues (2002) considered more objective data – the number of scholarly articles submitted or accepted for publication publications

Keeping the above in mind, the findings from this review offer promise for the role of peer group mentoring as an alternative to one-on-one mentoring. Results suggest no major drawbacks of peer group mentoring. One study suggested peer group mentoring to be more effective for career development when compared with one-on-one mentoring (Ritchie & Genoni, 2002). Another study (Pololi et al., 2002) concluded that a peer group mentoring program was as valuable, if not more valuable, than individual mentoring. However, the study by Jackson-Bowers and colleagues (2001) reminds us of the risk of mentoring groups becoming social support groups.

Most studies in this review incorporated a more experienced facilitator. However, their level of involvement in the mentoring sessions varied from active facilitation to more of an advisor and support role. Given mentoring is a developmental process, we suggest this latter supportive role approach to facilitation is preferable as it fosters the development of participants' group process and mentoring skills. It also is likely to be more sustainable in the long term. However, as highlighted in the study by McCormack and West, groups need to be aware of, monitor and manage group process and dynamics to ensure members benefit from the peer mentoring process. This should be emphasized in the orientation to any peer group mentoring program.

Four studies in this review were set in the academic clinical setting. Three studies involved new graduates. All studies involved more junior staff. Although we failed to locate any studies that focused on the mentoring of student supervisors, we suggest findings from this review are transferable to the development of a peer group mentoring framework for student supervisors.

4. FINDINGS FROM CONSULTATIONS WITH KEY STAKEHOLDERS

Summary

This section reports on the findings from interviews with key stakeholders for their views on the development of a peer group mentoring framework for student supervisors.

Aim of consultations

The purpose of the consultations was to seek stakeholders' views on:

- The benefits and challenges to implementing a peer group mentoring program for student supervisors;
- The anticipated outcomes for participants from attending a peer group mentoring program;
- Elements required for successful implementation of a peer group mentoring program;
- A proposed model of peer group mentoring for student supervisors.

Method

Design and recruitment

We used a qualitative research approach to seek stakeholder input into the development of a peer group mentoring framework for student supervisors. As we were interested in seeking the views of student supervisors from non-government community managed organisations (NGOs/CMOs) as well as health settings, we used a purposive sampling process (Cohen, Manion, & Morrison, 2005) to initially target people from these sectors who had participated in the "Teaching on the Run" (TOTR) program for student supervisors (The TELL Centre, The University of Western Australia). This training had been offered to NGO/CMO staff and Sydney Local Health District (SLHD) staff under the auspice of two wider ICTN funded programs in 2013 and 2014[1]. Participants from both programs were

emailed inviting them to take part in a focus group. However, due to low numbers from both sectors, this focus group was cancelled and an alternative recruitment strategy adopted: people who had indicated an interest in the focus group were emailed inviting them to take part in an individual telephone interview. In addition, TOTR facilitators (SLHD) were emailed and invited to an interview. All data collection and analysis was undertaken by the Framework lead author and discussed with the project's Reference Group.

Data collection

Interviews were semi-structured allowing for exploration of individual participant responses. All were conducted by telephone and lasted approximately 1hour (Range: 60 – 85 minutes). All interviews were audio-taped and supplemented with written notes.

Interviews followed a semi-structured interview guide (Appendix 1). The same guide was used for all interviewees. Part A focused on the perceived benefits and challenges to implementing a peer group mentoring program; the anticipated outcomes for participants from attending a peer group mentoring program; and elements required for successful implementation of a peer group mentoring program. Part B presented a model for peer group mentoring for student supervisors and asked interviewees for their views on it (Box 1).

Data analysis

We used principles of framework analysis, as outlined by Srivastava and Thomson (2009) to analyse interviews. This approach is well suited to research with specific questions, a limited timeframe and a priori issues (Srivastava & Thomson, 2009) and as such was appropriate for this research project.

From the audio-tapes and written notes taken during the interview, a transcription of each interview was produced to capture key points related to the research questions. To familiarise ourselves with the data, the lead researcher read the transcripts several times noting down initial ideas. Based on our knowledge of the literature and our specific research questions, a

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1 TOTR supervisor training was provided by CEWD through a purchased licence CEWD holds from the TELL centre.
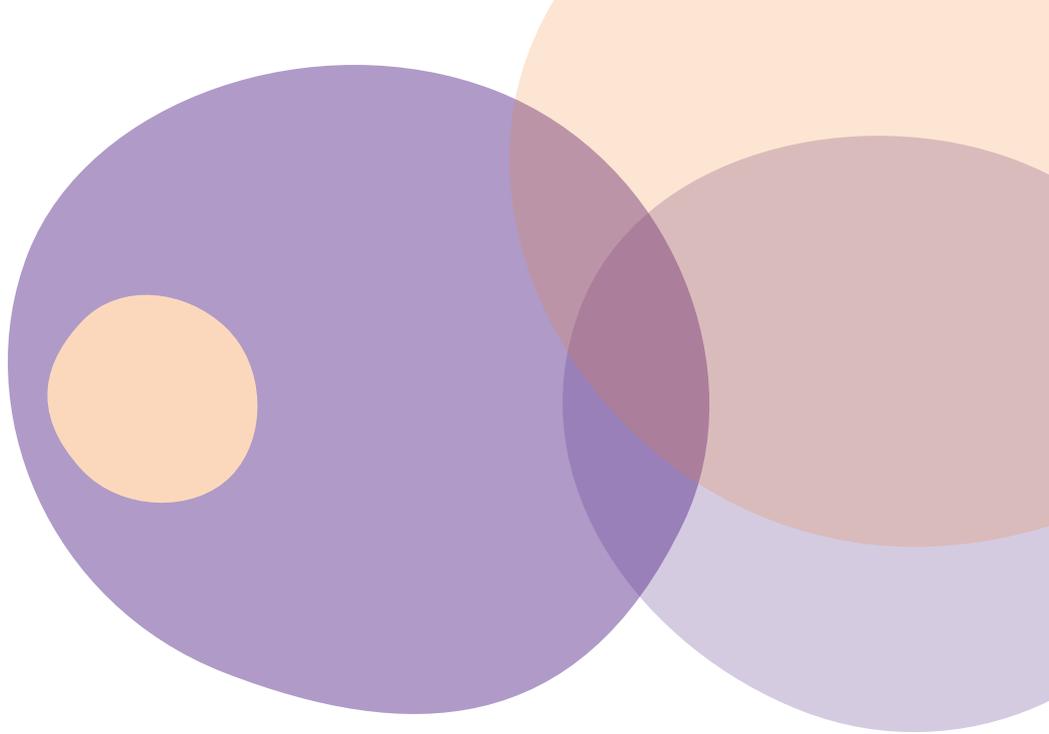
deductive approach to analysis was adopted. Five key categories were identified for the analytic framework: benefits of peer group mentoring; challenges for peer group mentoring; anticipated outcomes; elements for success; and reaction to proposed model. Transcripts were read and meaning units of data coded. Codes of similar meaning units were grouped then categorized under one of the framework categories.

Box 1: Description of proposed peer group mentoring model

There are three components to the model:

1. *Learning* the peer group mentoring approach

   Initially participants meet in a large group (10 -15 participants) and use a structured facilitated mentoring approach to discuss challenging student supervision situations that participants have experienced. These sessions are facilitated by an external facilitator. After a couple of weeks, group members would start to take on that role, sharing between members.

   These sessions would run anywhere between 3-5 times.

   Aim of sessions: familiarise participants with a peer group mentoring format; learn new skills in student supervision and peer group mentoring.

2. *Implementing* the peer group mentoring approach

   Participants (self) form groups of 3-4 with other participants to continue meeting independent to large group. Groups implement the mentoring model learnt in the large group. Groups independently negotiate meeting schedule/ location etc.

3. *"Checking in"* with larger group

   After a set period the larger group would re-form to reflect on the small group mentoring process and review mentoring goals and process. Groups would determine how often these "checking-in" sessions occurred, e.g. bimonthly. Small groups would continue to meet between large group meetings.

Findings

Study sample

Seven interviews were held: 4 participants were from community managed organisations and had recently attended the TOTR program; 3 participants were from the health sector and were facilitators of the TOTR program.

Participants were from a range of professional backgrounds including nursing, psychology and physiotherapy. All had tertiary qualifications. Current position varied and included educator, mental health worker, team leader and manager roles. All participants had experience with supervising students on placement.

Framework analysis

Table 5 outlines key findings under each of the framework analysis headings. Many of the benefits provided by participants directly related to the *group* aspect of peer group mentoring: learning from others; sharing perspectives; and networking. Peers were viewed as a beneficial resource for developing new skills, perspectives and ideas around student supervision.

Challenges mainly related to the scheduling logistics of working with a group of participants (as opposed to a dyad model); potential variation between participants' understanding of and skills required for mentoring; and group dynamics.

Anticipated outcomes from participating in a peer group mentoring program can be broadly categorized into two groups: the more immediate outcomes relating directly to participants (e.g. skill and knowledge development; increased confidence) and those with a more distal impact on others, for example, student learning, patient/client care and recruitment strategies. The more immediate outcomes were seen as a pre-cursor to the distal outcomes.

Participants' views on elements for successful peer group mentoring were grouped under the sub-headings of structural; relationships; and learning environment. Whilst these are listed as separate categories, they are inter-related. For example, meeting more frequently fosters relationship forming between participants; creating a safe learning environment is partly dependent on relationships formed within the group. All but one participant recommended an interprofessional approach to peer group mentoring.

The proposed peer group mentoring model was overwhelmingly endorsed as a feasible, educationally sound and engaging model. Constructive ideas were put forward on ways to improve it further, for example incorporating individual reflections; increase the size of the small groups and strategies for small group formation.

Table 5: Key findings from framework analysis

Benefits of peer group mentoring	Challenges for Peer group mentoring	Anticipated outcomes	Elements for success	Reaction to proposed model
Learn from others – sharing of experiences and expertise of student supervision; problem solving; sounding board for idea. Networking of supervisors – can support each other outside of mentoring sessions; be connected with others external to mentoring group. Support for new supervisors; learn how to give and receive support. Gain perspectives of others – broadens one's own frame of reference. Develop new supervision skills.	**Organisational** Staff access to mentoring groups – time away from direct patient/ client care; management support to attend; shift work Logistics - suitable location and time and frequency to meet for all. Time commitment – busy with other things ↑less of a priority. **Learning environment** Lack of a shared understanding of purpose of the peer mentoring group. Variable reflective practice skills within group. Creating a safe environment to share one's own limitations.	Professional development and personal growth around student supervision; bettering oneself. Improved skills, knowledge and attitudes for student supervision ↑ greater confidence of staff in their role as a student supervisor ↑ increased enjoyment; increased effectiveness as a supervisor; increased capacity to take students; better learning experience for students; safer , more effective student practice and care to patients/ clients; positive student experience ↑ possible recruitment strategy. Improved reflective practice skills around student supervision. Career development. Supportive implementation of TOTR strategies.	**Structural** Schedule in work hours (initially at least) – part of work; benefiting organisation. Initially meet more regularly, e.g. fortnightly, then move to monthly meetings. Schedule 1-2hr meetings – this commonly agreed to be feasible. Use a confidential venue for meetings – preferably within 30min radius of workplace. Rotate venue amongst participant workplaces to distribute travel time. Meet face to face –better able to read body language, emotions, "where a person is at (possibly some online when group established). No set group size agreed upon –4-6?; 6-8 in group? Don't want too small as if someone is absent then session discussion is potentially compromised. **Relationships** Run interprofessionally rather than discipline specific – an opportunity to promote IPL; have shared supervision issues; may encourage more workplace IP working and dialogue between supervisors; helps us to challenge our own professional mindset to "think outside the box"; gain another perspective.	Overwhelmingly positive. Initial large group – orientates participants to peer group mentoring process; role models mentoring process. Talk through and debrief on the mentoring facilitation process. i.e. unpack facilitator strategies. Participants begin to take ownership of process and develop skills in supervision and co-mentoring. Participants get to know each other; facilitator gets to know participants. Participants develop supervisor skills as well as co-mentoring skills. Smaller groups - have an expectation that participants bring an issue to the session for discussion (would have had to reflect on this issue themselves prior to the session). Regular "checking in" with larger group increases accountability to mentoring process and hence sustainability; a good way of seeing that all groups are still functioning well and within framework; enables evaluation of what is working/ what not working within mentoring process. Model requires a skilled facilitator – to engage all in larger group; create safe environment; be able to gradually step back. Others need to feel ready to take on role - co-facilitation to begin with; unpack mentoring and facilitation process at end of session.

A **Peer Group Mentoring Framework** for the Development of Student Supervisors

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Benefits of peer group mentoring	Challenges for Peer group mentoring	Anticipated outcomes	Elements for success	Reaction to proposed model
Opportunity to try out skills learnt in TOTR and further develop these skills; seek feedback from others.

Develop communication skills – listening to others; understanding another's perspective and communicating this in a respectful way.

Career development around student supervision. | The urge by some to jump to a solution too early.

Maintaining positive communication within group.

Group dynamics – strong personalities; conflict management.

It becomes a "whinge fest"; becoming a chat session. | Increased networking.

Implementation of new and innovative supervision strategies.

Improved mentoring skills – e.g. around supporting others; communicating effectively and professionally.

Develop own style as a supervisor in line with best practice. | Peer group mentoring is not about who you are supervising but about how you go about it/ the skills involved/ how you develop as a supervisor.

Have a skilled facilitator – either an external facilitator OR shared amongst group members.

Role of facilitator needs to be clearly defined.

Have external facilitator present initially to "get things started"; provide orientation to mentoring process; role model mentoring process. But not necessarily driving process. Not necessarily there all the time.

Clarify participant roles – there as co-mentors; a commitment that all participants contribute to sharing their experiences, knowledge.

Encourage group input and decision making (structural, relationship and environmental issues).

Learning environment

Establish clear agreement on purpose and goals of peer mentoring group. | Model would be most beneficial when actually supervising students – more engaging and useful.

Size of group important – if too small and group members leave, group may fold.

Possibly more appealing to junior supervisors.

Recruit through an Expression of Interest.

Include reflections between meetings – this can be part of the individual's self development plan (e.g. action something from meeting; try something out/ reflect). This encourages ownership of learning. Be flexible in how reflections are captured.

Small group formation options:

1. Match small group participants' by geography; learning styles; experiences (mixed); disciplines (mixed); position; similar interests; goals – what want to achieve from mentoring. Avoid forcing groups together. |

Benefits of peer group mentoring	Challenges for Peer group mentoring	Anticipated outcomes	Elements for success	Reaction to proposed model
			Establish "ground rules"/ guiding principles/ contract e.g. types of issues for discussion; format for discussion; roles of participants; what to do when group gets off topic; confidentiality; what can and cannot be discussed or needs to be de-personalised; duration of commitment. Be flexible on topics/ content discussed – should be based on participant experiences rather than scripted educational topics; bring these to group for unpacking; facilitator could suggest a list of "common topics" and group choose which to focus on. Have a structure to the session discussions. Ensure a safe and confidential learning environment. Include time for individual reflection -prior to group on issue being raised and after group. Include group reflection and review of mentoring process / format of sessions. Review ground rules periodically. **Other** Support from managers/ organisation to attend. Organisational support for administration/ co-ordination.	1. Self select - facilitator suggests options for forming small groups – e.g. encourage diversity in professional background; geography; similar level of experience; face to face vs online preference. Participants then decide on groups. 2. Emphasize the benefits of linking with people who don't share the same expertise. This is more fruitful to mentoring process and outcomes. Relationships will naturally form during large group. Mixed experience mentoring program may be more beneficial but less appealing for the more experienced. Possibly group the more experienced participants together. Sustainability – people will participate as long as it is helpful/ useful to them; are motivated to learn. Also dependent on organisation support for staff to attend and value they place on ensuring high quality student supervision; availability of a coordinator; and administrative support. Name of mentoring program needs to reflect the peer aspect - the co-mentoring aspect, which is different to how people may traditionally view mentoring.

Discussion

This consultation process set out to determine stakeholder views on the development of a peer group mentoring framework for student supervisors. Findings from our consultations support the concept of such a framework, with a number of benefits, anticipated outcomes and elements for successful implementation identified. However, some challenges were identified that need to be addressed for peer group mentoring programs to achieve their desired outcomes. There was overwhelming support for the proposed model of peer group mentoring.

Benefits and outcomes of peer group mentoring identified by participants are consistent with those found in the literature. Moreover, participants were able to relate outcomes directly to student supervision. For example, peer group mentoring would enhance reflection on supervision approaches; increase one's confidence as a student supervisor; and provide a higher quality learning experience for students. For a few participants, higher quality learning was directly related to safer student practice and hence safer patient/client care. Indeed, if this outcome could be achieved, this strengthens the argument for organisations to support peer group mentoring programs.

Challenges identified by participants mainly related to organisational issues or the learning environment. However, these were not considered insurmountable: a range of strategies were identified to ensure the success of a peer group mentoring program for student supervisors. For example, the challenge of staff access to the program could be reduced by ensuring high level organisational awareness and endorsement of the program and manager support. The challenge of dysfunctional group dynamics could be alleviated by ensuring skilled facilitation, establishing and monitoring a group mentoring agreement and having an agreed upon structure to discussions. We suggest all issues and solutions identified need to be incorporated into the planning and delivery of any peer group mentoring program designed for student supervisors.

The majority of participants favoured running a peer group mentoring program *interprofessionally* rather than discipline specific. Given the focus on working interprofessionally, this approach to mentoring could help encourage more workplace interprofessional working and learning and dialogue between supervisors.

Our proposed model for peer group mentoring was overwhelmingly supported. The constructive feedback received, as well as strategies to address the challenges raised by participants, were incorporated into a trial of a mentoring framework to support and develop student supervisors (Appendix 2) and subsequently into the Peer Group Mentoring Framework detailed in the following section.

5. A PEER GROUP MENTORING FRAMEWORK FOR THE DEVELOPMENT OF STUDENT SUPERVISORS

Summary

This section outlines a peer group mentoring framework to support and develop student supervisors. It is not intended to be prescriptive, but rather, flexible and adaptable to:

1. The needs of participants within the group;

2. Requirements of the organisation and/ or workplace;

3. Resources and support available to assist with co-ordination and facilitation of a peer group mentoring program.

Over-arching principles

1. Peer group mentoring is a professional relationship based on mutual respect, collegiality and trust;

2. Relationships within the peer mentoring group are non-hierarchical and equal;

3. Participants share responsibility for the relationships formed;

4. Peer group mentoring complements other forms of supervisor professional development e.g. skill development workshops;

5. Participation in peer group mentoring is voluntary;

6. Participation should be mutually valuable to all involved in the peer group mentoring program;

7. Participants are internally driven and motivated towards personal and professional self development;

8. Participants need to undertake a commitment to the program;

9. Whilst there is an over-arching framework to peer group mentoring, structure and format and content of individual peer group mentoring programs is flexible to meet the needs of the individual groups;

10. Discussion within peer mentoring groups is non-judgmental, involves non-directive dialogue and remains confidential;

11. Reflection is a critical component of peer group mentoring;

12. Peers co-mentor each other as part of the peer group mentoring process.

Overview of Framework

Box 2 provides an outline of a peer group mentoring framework that addresses the issues identified in the literature review; raised in stakeholder interviews and Reference Group meetings; and refined through feedback from the Peer Group Mentoring Framework trial (Appendix 2).

Rationale for framework

There is a small but growing body of evidence to support the use of peer group mentoring as a resource efficient and pedagogically sound approach to mentoring. Many of the studies included in the review initiated peer group mentoring due to mentor shortages with one-on-one mentoring. However, consistent with its theoretical underpinnings, peer group mentoring offers added value through peer learning and co-construction of meaning.

The literature and our stakeholder interviews suggest peer group mentoring is a viable option for student supervisors within the community service and health sectors. The specifics of our framework take into account a scaffold approach to develop the peer mentoring and group management skills required of participants. Based on the literature, initial sessions are led by an external facilitator (i.e. external to the peer mentoring group) to establish the mentoring process. However, independent small groups are then deliberately incorporated into the framework to encourage greater ownership and skill development within participants. Moreover, this framework offers greater chance of sustainability as it is not overly reliant on external facilitation.

Key aspects of the framework include:

1. Diversity in the range of professional backgrounds of participants, workplace experience and current place of work;

2. Initial facilitator guidance to role model and help establish the peer group mentoring process;

3. Skill development in both the process of peer group mentoring *and* student supervision;

4. A scaffold approach to empower participants to take on the role of co-mentor within their mentoring group;

5. A structured approach to encourage reflective practice – a range of reflective models are offered;

6. A structure to enable evaluation of the mentoring process - what is working/ not working within the peer group mentoring program;

7. Sustainability – this is dependent on perceived value to participants of the peer group mentoring program; perceived value to their organisation; and the support offered by organisations to allow participants to attend in work time.

There are three components to the framework:

1. *Learning* the peer group mentoring approach

Initially participants meet in a **large group** (maximum 20 participants) to become familiar with the concepts, principles and processes of peer group mentoring. These sessions (3 x 2hr) are facilitated by an external facilitator. Sessions may be run as a 1 day program or spread over 2-3 days. Session 1 introduces participants to the concepts of peer group mentoring. Session 2 establishes the smaller peer mentoring groups of 3-4 members and associated mentoring agreements are developed. In session 3, the small groups begin to work through the peer group mentoring process by applying the peer group mentoring framework to a supervision situation they have experienced. The process is de-briefed as part of a large group facilitated discussion.

2. *Implementing* the peer group mentoring approach

The smaller peer mentoring groups established in session 3 above continue meeting independent to the initial large group. Groups implement the mentoring framework to work through their own student supervision experiences. Groups independently negotiate meeting schedule/ location etc (recommended that groups meet every 1-2 months initially). Mentoring agreements are regularly reviewed as part of the mentoring process.

During this period, an external facilitator is available to offer support and guidance to groups as needed.

3. *"Checking in"* with larger group

After a set period of time all small groups come together as a larger group to reflect on the small group mentoring process and review mentoring goals and process. Common student supervision or group process issues arising from the small mentoring groups can be workshopped at these sessions. Groups determine how often these "checking-in" sessions occur (3 monthly is recommended initially).

Small groups continue to meet between large group meetings.

Establishing and implementing a peer group mentoring framework for student supervisors

Establishing the framework within the organisation

- Seek organisational support for staff supervising students to attend a peer group mentoring program to support and further develop their skills;
- Determine a recruitment strategy – targeted towards organisations who supervise students; where there is organisational support;
- Determine duration of the peer group mentoring program e.g. 6 months, 12 months, 2 years, ongoing;
- For the large group peer mentoring sessions, determine:
  - Delivery structure for sessions – run as 1 day workshop (preferred by trial participants) or over 2-3 separate days;
  - Venue for the sessions – needs to be confidential; within 30 – 60 minutes of anticipated participants' workplace.

Implementing the framework – delivery of a peer group mentoring program

Pre-work:

- Distribute a reflective activity for participants to complete prior to first session of program:
  - What do you hope to achieve from participating in a peer group mentoring program for student supervisors?
  - What are your expectations of this peer group mentoring program?
  - What are your concerns (if any) of participating in this peer group mentoring program?

This activity is a personal reflection for participants to complete on their own prior to the first session.

Learning the peer group mentoring approach – Large group peer mentoring sessions

Session 1, 2 and 3 are run by an external facilitator. Whilst they are described below as three separate sessions, they are best delivered as a 1 day program.

Session 1:

- Establish introductions – names, experience with student supervision, previous and current areas of work;
- Share feedback on pre- work – hopes, expectations, concerns with the peer group mentoring program for student supervisors;
- Outline plan for session and how it fits within the peer group mentoring program;
- Provide an overview of peer group mentoring generally;
- Provide any relevant background to establishment of the peer group mentoring program for student supervisors;
- Discuss the structure and format to the peer group mentoring program;
- Brainstorm key elements required for successful peer group management processes – introduce stages of developing a peer mentoring group and models for peer group roles. These influence how group facilitation might occur within the peer mentoring group.
- Introduce concept of mentoring agreement;
- Introduce participants to various structured approaches and models to encourage reflection within the peer mentoring groups. Provide working examples;
- Seek commitment to individual self development plans – e.g. reflective journaling, audio-taping, structured action plan of something to try/ do post peer group mentoring session;

If splitting sessions across 2-3 days:

- Request all participants prepare for next session by reviewing reflective practice models and consider their preference;
- Seek feedback on session – unpack facilitation process.

Session 2:

- Begin session with a review of the previous session:
  - Recap of peer group mentoring program structure;
  - Review understanding of proposed models to encourage reflection;
  - Any new reflections, insights, concerns.
- Outline plan for session.
  - Establish the small groups for the small group mentoring component of program. Self selection by participants is encouraged (with the support of the external facilitator):
  - Recommended group size: 3-4 participants;
  - Aim for increased diversity within groups - there are greater mentoring benefits when people are grouped who *don't* share the same expertise. Place of work or professional background.
  - Consider relationships that have already naturally formed during the previous session;
  - Geography – for pragmatic reasons aim to group participants within a 30-60 minute radius of meeting venue;
  - Aim to group people with similar goals - i.e. what participants want to achieve from the mentoring program;
  - Level of experience – aim to group people with similar levels of experience. Otherwise the session could become more of a mentor-mentee relationship rather than co-mentoring.

- For each small group, establish a peer group mentoring agreement:
  - Commitment of participants;
  - Venue, frequency of meetings, length of time for each meeting;
  - Purpose of the peer group mentoring program, group objectives and anticipated outcomes;
  - "Ground rules" – for example confidentiality, punctuality, conflict management;
  - Model for peer group roles – for example, what model of facilitation/ leadership will be followed?
  - Approach to sessions – how will reflective practice will be encouraged? Which model of reflective practice will be adopted? How will support for peers be fostered?
  - This step may best be achieved as a large group discussion, prior to small groups deciding. Consider if there is a need for all

groups to adopt the same reflective practice model.
  - Content for discussion – examples of types of issues that could be discussed.

If splitting sessions across 2-3 days:

- Request all participants prepare for next session by bringing to the session a student supervision experience;
- Seek feedback on session – unpack facilitation process.

Session 3:

- Begin session with a review of the previous session:
  - Smaller peer mentoring groups established;
  - Mentoring agreements developed;
  - Model of reflective practice agreed upon.
- Outline plan for session;
- Within smaller peer mentoring groups, participants begin to work through an example of a student supervision experience;
- Re-form into large group to share experiences of the peer group mentoring process of working through a supervisor experience;
- Repeat small group mentoring process of working through an example, then sharing experience with larger group;
- Seek commitment to individual self development plans – e.g. reflective journaling, audio-taping, structured action plan of something to try/ do post peer group mentoring session;
- Determine when the next large group "check-in" session will occur;
- Seek feedback on session – unpack facilitation process;
- Remind participants of individual reflections between sessions.

Implementing the peer group mentoring approach – Small group peer mentoring sessions

- Peer mentoring groups continue to implement and monitor their own peer group mentoring agreements;
- Groups implement the mentoring framework to work through student supervision experiences and issues.

During this period, an external facilitator is available to offer support and guidance to groups as needed.

"Check-in" sessions

- Prior to session, facilitator contacts all small groups for feedback on types of student supervision issues that have been discussed, challenges faced with the mentoring process and any particular issues they would like addressed at the large group session (responses can be from individuals or on behalf of group);
- Begin session with a review of the previous sessions:
  - Structure and format to peer group mentoring program.
- Outline plan for session;
- Format and content for this session is largely determined by the earlier feedback from participants but should address the following:
  - Review of the mentoring agreement including review of anticipated outcomes;
  - Common challenges experienced with the mentoring process – including; structural; relationships and process issues;
  - Common student supervision issues arising from the small mentoring groups;
  - Progress with individual self development plans.
- If appropriate, include "guest facilitators" to workshop particular content areas.

An example of a Session Plan for facilitators to run the large group sessions can be found in the **Resources** section.

Approaches to encourage critical reflection

Four approaches or models are put forward as a way of encouraging reflection within peer mentoring groups:

1. Guided questions to encourage reflective practice (adapted from Boud et al., 1985; The University of Sydney teaching material, 2013);

2. Gibbs model of reflective practice (Gibbs, 1988);

3. Phase model (adapted from: Akhurst & Kelly, 2006; Wilbur, Roberts-Wilbur, Morris, Betz, & Hart, 1991);

4. Critical Friends approach (adapted from School Reform Initiative, 2010).

These models are further explained in the following pages. For all models, there is a presenter of the student supervision experience or issue. Other group members act as co-mentors.

Each approach or model varies in how much structure is provided. For example, the first model provides a series of prompts to guide discussion. This approach is useful to encourage deeper reflection into the issues at hand.

The second model follows a similar framework to reflection, however is more directive in the questions asked.

Models 3 and 4 introduce more structure in terms of who directs discussion at any one point in the process. Set steps are provided for participants to follow. These models may be beneficial when there are more dominant members in the group as they provide a structure to encourage active listening.

This framework does not suggest a preferred model. The model adopted should be negotiated between members of the peer mentoring group. Groups might also wish to experiment with a few models. However, if this is the case, it is important to give adequate time to each approach adopted.

Reflective model details

1. Guided questions to stimulate reflective practice

(Adapted from Boud et al., 1985; The University of Sydney teaching material, 2013).

Figure 1 outlines a model of reflective practice that can form the basis of guided questions to encourage reflective practice within a peer group mentoring program.

Figure 1: A model for reflective practice
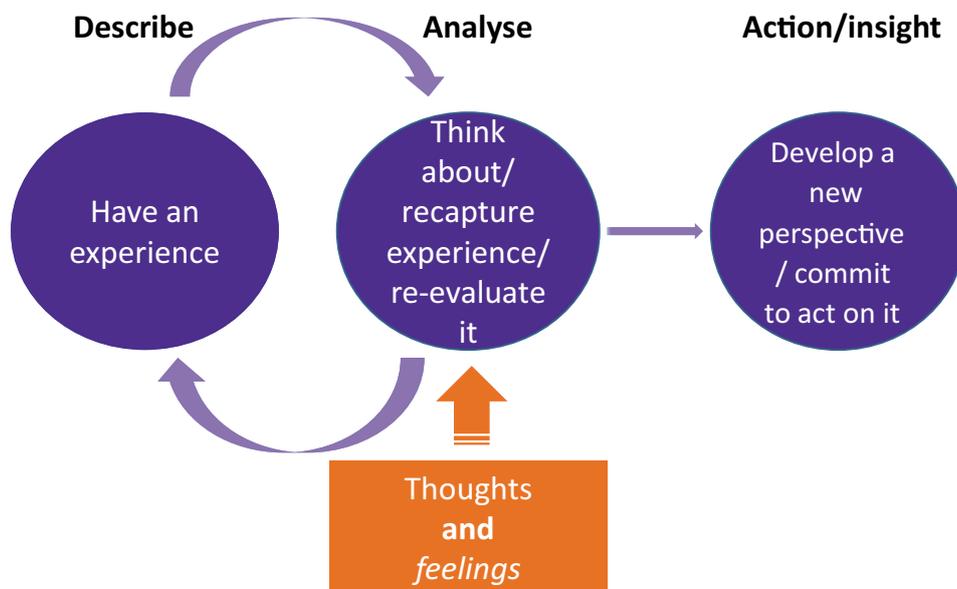
Adapted from Boud, D., Keogh, R. and Walker, D (Eds) (1985). *Reflection, turning experience into learning*. London: Kogan Page

The presenter describes the experience using the prompts under **Describe** (below).

Co-mentors use the questions below as prompts to help guide deeper reflection and to work through all three stages of the above reflective practice model (questions adapted from FHS, University of Sydney teaching and learning material). Discussion often moves backwards and forwards between the **Describe** and **Analyse** stages before moving onto the **Action/insight** stage.

Describe

- Describe what happened
  - What was it that took you by surprise?
  - What was it that was important to you?
  - What was it that concerned you?
  - What was it that impressed you?
  - What were your feelings at the time?
  - Were you surprised by these feelings?

Analyse

- Why do you think you felt this way?
- Why do you think you acted this way?
- What were you trying to achieve?
- What was influencing your thoughts, feelings, actions at the time?
- Are you making any assumptions – how does this relate to your beliefs and values?
- How does it relate to your current way of working?

Action/ new perspectives

- How has this changed your perspective on practice/ working?
- What would you do differently next time?
- What have you learnt about yourself?
- How would you deal with similar situations or experiences?
- What actions can you commit to?

2. Gibbs' model of reflective practice

Gibb's model of reflective practice (Gibbs, 1988) is similar to the previous model of reflection in that the "describe – analyse – act" reflective cycle is present. However it differs in that a set of structured questions are asked.

Figure 2: Gibbs model of reflective practice.
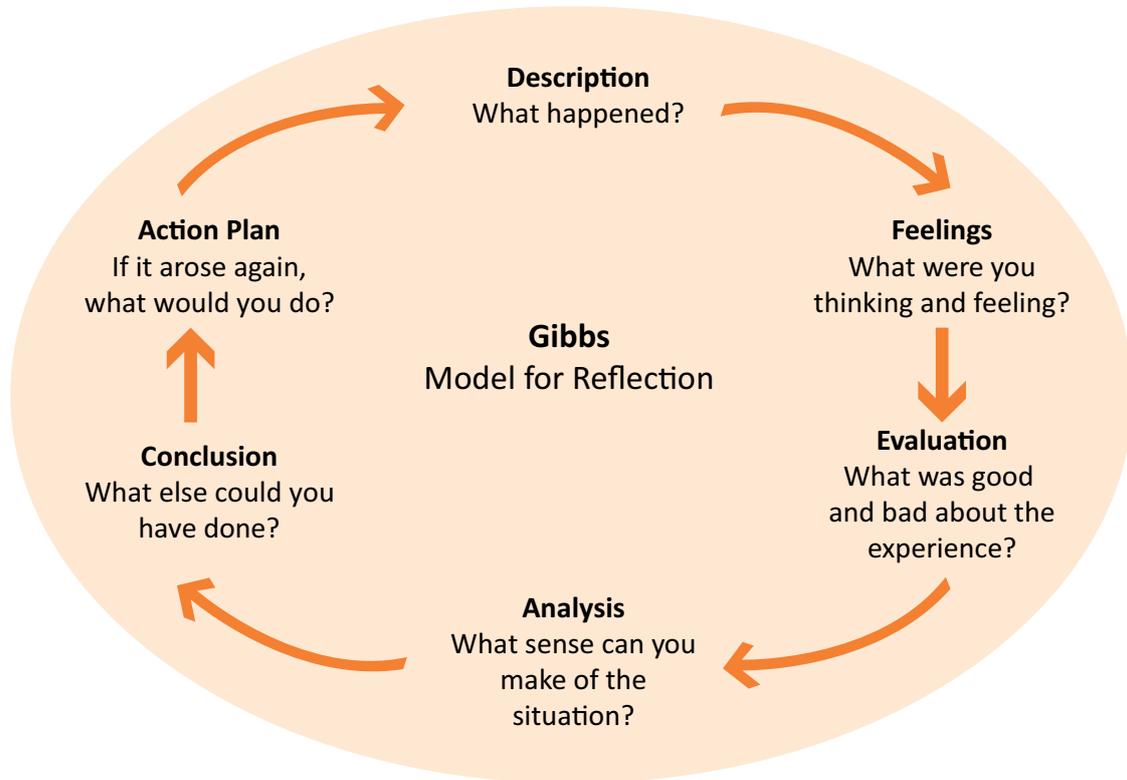
Adapted from Gibbs, 1998. Learning by doing: A guide to teaching and learning methods. Oxford: Further Education Unit, Oxford Brookes University.

Structured questions

The following structured questions are asked by one of the co-mentors to the presenter (Adapted from Health Education and Training Institute, 2012. *The Superguide: A handbook for supervising allied health professionals*).

Others within the group offer questions to explore the issue further as needed to encourage deeper reflection.

Description:

Describe as a matter of fact what happened during your chosen student supervision episode for reflection?

Feelings:

What were you thinking and feeling at the time?

Evaluation:

List the points or tell the story about what was good and what was bad about the experience?

Analysis:

What sense can you make out of the situation? What does it mean?

Conclusion:

What else would you have done? What should you perhaps not have done?

Action plan:

If it arose again, what would you do differently? How will you adapt your practice in light of this new understanding?

3. Phase model

(Adapted from: Akhurst & Kelly, 2006; Wilbur et al., 1991)

Box 3: A phase approach to reflective practice

Phase 1	Request for assistance (presenter of issue)
Phase 2	Questioning period and identification of focus (co-mentors to presenter)
Phase 3	Feedback responses (co-mentors)
Pause period	
Phase 4	Mentee response (presenter of issue)
Phase 5	Discussion period (all)

Previously used for peer supervision groups (Akhurst & Kelly, 2006), the phase model offers an explicit procedure to follow to encourage the co-mentoring and reflective process. Phases are distinguished by who is involved in the discussions at any one point in the process. The "pause period" allows each participant to individually reflect on the discussion up to that point.

4. Critical Friends approach

Originally developed for school teacher professional development, a critical friends approach brings together peers of all levels of experience in a supportive, democratic, reflective community of learners (Fahey, 2011). It uses a structured step by step protocol to support the learning needs of the group and to build collaborative learning communities (Dunne, Nave, & Lewis, 2000).

Various critical friends "protocols" have been developed. However the one most suited to the development of student supervisors is the "consultancy model".

Box 4 (over page) outlines an adapted version of the "consultancy" protocol for use to explore an issue, dilemma or problem.

Box 4: A Critical Friends Group consultancy approach to reflective practice (adapted from School Reform Initiative, 2010)

Step 1: Facilitator overview

Review process

Set time limits for each step

Step 2: Presenter overview of issue

(Presenter is identified/ volunteers at previous session)

Presenter shares issue/ dilemma; provide context and frames the key question/ concern for specific consideration

Step 3: Clarifying questions

Group members ask clarifying questions to learn more about the issue and context

Responses are mainly factual, brief

(NB: advice or discussion not part of this step)

Step 4: Probing questions

Group members ask more probing questions to learn more about the issue

Group ask "why" type questions and open ended questions to help presenter clarify and expand thinking about the issue

(NB: advice or discussion is not part of this step)

Step 5: Co-mentors' group discussion

Group discusses issue – both positive and critical aspects

Group discusses what they heard, what they think real dilemma or issue might be; what assumptions might be influencing the dilemma.

Concrete solutions may or may not be offered depending on discussion focus

Presenter is silent, taking notes

Group addresses possible suggestions related to the issue

Step 6: Presenter response

Presenter responds to group feedback

Group remain silent

Step 7: Open discussion

Involves presenter and group in discussion

Step 8: Debriefing

Facilitator leads discussion, critiquing the process.

Presenter for next session chosen

Implementing the reflective model

Regardless of model chosen, peer group members are encouraged to include the following to help determine which student supervision issues will be discussed within each peer mentoring group meeting.

Prior to the peer group mentoring session:

Identify an experience with student supervision that you found challenging. It might be something you found confronting, disturbing or distressing. It might be something that confused you, left you feeling uncomfortable or unconfident. It might be something that surprised you. Alternatively you might identify an experience that particularly impressed you.

In a paragraph or two, write a summary of the experience or issue you wish to discuss. End with two questions you wish to raise with your peer mentoring group.

Within the peer group mentoring session:

Within your peer mentoring group briefly outline your experience. Each member of the peer mentoring group does the same.

Group members decide which experience(s) to explore further within the mentoring session. This may take the form of a voting or rating system or a general discussion. The decision is likely to be based on:

- Complexity of experience and potential issues;
- Relevance to the group (some experiences may overlap);
- Time available (more than one experience may be able to be discussed);
- Sharing the opportunity equally amongst group members.

Alternatively, some groups may choose to have more of a roster system for discussing issues.

After the peer group mentoring session

To encourage deep learning it is important that participants spend some time reflecting on the session, particularly the discussion around one's own experience and the issues it raised. This might include writing down reflections in a reflective journal, audio recording reflections or even depicting reflections in drawings.

At the following peer group mentoring session, participants are encouraged to feedback any new insights or actions resulting from the previous peer mentoring session.

As part of the Peer Group Mentoring Framework implementation, is it important to have an external facilitator available to offer groups support and guidance on the reflective process as needed.

6. RESOURCES

This section provides a range of resources that can be used by organisations implementing the Peer Group Mentoring Framework. Resources for participants include:

- An overview of mentoring
- Stages of developing a peer mentoring group
- Models to encourage reflective practice within peer mentoring sessions
- Reflective tasks to promote effective learning
- Reflective model details
- Peer group mentoring agreement
- Application of learning to self development

Resources for facilitators include:

- Example of a session plan for a facilitated peer group mentoring program

Image: Martin Gillet
https://www.flickr.com/photos/
mgillet/8229944185

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A Peer Group Mentoring Framework **for the Development of Student Supervisors**
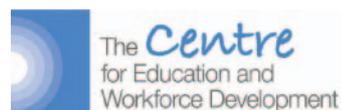
AN OVERVIEW OF MENTORING

What is Mentoring?

Mentoring is a voluntary professional relationship based on mutual respect and agreed expectations that is mutually valuable to all involved and includes personal and professional development, growth and support (Fawcett, 2002; Heartfield et al., 2005). Mentors act as "critical friends" in encouraging reflection to achieve success (Costa & Kallick, 1993).

What are the aims of mentoring?

Mentoring aims to provide opportunity for:

- Personal and professional growth;
- Reflection and the development of reflective practice skills;
- Support;
- Career development.

Types of mentoring

Traditional dyad model of mentoring

A more senior and experienced person acts as a mentor to a more junior mentee or protégé in enhancing mentee personal and professional growth and development.

Peer or co-mentoring

Where two peers or colleagues at similar points in their careers form a collaborative mentoring relationship to mutually foster personal and professional development.

Peer group mentoring

Where three or more peers or colleagues at similar points in their careers form a collaborative mentoring relationship. Peers actively contribute and interact as co-mentors for others within the group, learning from each other to enhance opportunities for personal and professional development for all within the group.

How does mentoring differ from supervision and coaching?

Whilst there is some overlap between mentoring and supervision, there are quite distinct differences:

Mentoring	Supervision	Coaching
Mentoring is voluntary	Supervision is often a requirement of the workplace or position	Coaching is voluntary
Mentoring has broad outcomes related to personal and professional growth, career progression and improved practice	Supervision focuses more on the oversight of professional procedures and/ or processes around providing safe, appropriate and high quality care around professional procedures and/ or processes	Outcomes related to personal and professional growth and development
Mentoring involves an equal relationship between participants	Supervision may be hierarchical	Facilitated by a coach, generally from outside the coachee's workplace
Mentoring may or may not be conducted in work time and is often conducted away from the work setting	Supervision is usually conducted within work time within the work setting but away from immediate area of practice	Mentoring may or may not be conducted in work time. Often conducted away from the work setting

References

Fawcett, D. L. (2002). Mentoring—what it is and how to make it work. *AORN journal*, 75(5), 950-954.

Health Workforce Australia. (2013). *National Clinical Supervision Competency Resource Validation Edition* Health Workforce Australia.

Heartfield, M., Gibson, T., Chesterman, C., & Tagg, L. (2005). *Hanging from a string in the wind. Development of a national framework for mentoring for nurses in general practice*.

Stages of Developing a Peer Mentoring Group (adapted from Proctor, 2008)

Stages of development	Description/Rationale	Advantages	Areas to monitor
1. Define purpose of the group	Provides aim of the group. There can be groups for different contexts, in this case the group is to: provide support for student supervision	Necessary step to define aim of group	Important to ensure there is agreement by all on the aim of the group
2. Agree criteria for membership	Follows from group aim. May include people with differing levels of experience and from different professions. In this instance the group is interprofessional and is for staff currently taking students	Considers the aim of the group and benefits of having people with same vs differing level of experience, same vs differing professional group and area of work etc	May inadvertently exclude some potential group members.
3. Determine system for selecting members	This may be the person initiating the group and it may be by invitation or broad expression of interest. There may be context considerations (location etc). In this instance, project partners have determined this	Person initiating the group sets the context for the group and way to extend invitation. This promotes unity of aim.	The group may not agree with system for membership selection when it is formed.
4. Select members	Potential group members invited to group	Can ensure fit to group purpose	Ensure best membership for group
5. Agree an overall contract (extent and limits of co-mentor responsibility)	Establishment of group agreement has three parts: ground rules and logistics; determining the way in which the group will be run (see model below); and selecting a format for presenting material (see stage 7 below)	Setting up a clear agreement about how the group is run distributes aspects of the facilitation role across the members. This provides a base of stability for the group to function	There are several approaches to running the process and there may be disagreement about these. Not having a designated model is the least well supported option in the literature
6. Negotiate a working agreement (ground rules, ways of working, administrative arrangements, learning agendas)	This concerns how the group runs – confidentiality (of group discussion and of students who may be discussed), respectful feedback, who covers the logistics of where, when and contacting members, agreement to attend meetings, how much time each member has to present material, process for renegotiating aspects of the agreement	Essential to plan this aspect as it ensures everyone understands the process and agrees to adhere to it. It is important that there is consensus even if there are differing views about aspects of the process	May take some time to negotiate agreement and ensure there is consensus; all participants need to be responsible for upholding the agreement

Stages of development	Description/Rationale	Advantages	Areas to monitor
7. Agree system for managing the mentoring work	There are a range of models for managing the presentation of material in the group. These are outlined in handout "Approaches to formatting peer group mentoring sessions"	Having an agreed model provides a known framework for presentation of the material brought to the group and a structure for participants to prepare and present the information	There may be different views about the best model to use; the group may find that the model chosen doesn't fit their needs and will need to renegotiate the process

Models for peer group roles

Model	Description/rationale	Advantages	Disadvantages
Rotating leadership	All group members take turns in 'chairing' a session. A roster can be drawn up and a mechanism for 'swapping' if needed. The 'chair' safeguards the agreed process as needed.	Promotes equality of membership; all members have an opportunity to exercise the role and develop skills	Some participants may be less able to manage the process; some may not adhere to the agreed process, causing group conflict
Mentee led	The person presenting material/case/scenario also chairs the session for that period of time.	Promotes equality of membership; all members have an opportunity to exercise the role and develop skills	It is harder to manage the process when also presenting. Process could vary if there are several presenters
No designated roles	The group meets and all are responsible for ensuring the agreed process is adhered to.	All are equally responsible for the process	Literature points to this being the most problematic model

Reference:

Proctor, B. (2008). *Sharing responsibility. Group supervision: A guide to creative practice.* London: SAGE Publications.

Models to Encourage Reflective Practice within Peer Mentoring Sessions

Models	Description	Steps
1. Guided questions to encourage reflective practice (Boud et al., 1985; University of Sydney Teaching material, 2013)	Model of reflective practice that can form the basis of guided questions to encourage reflective practice within a peer group mentoring program	■ Pre session: Identify issue ■ During session: outline experience ■ Co-mentors use guide questions as prompts to explore and analyse ■ Post session: reflect on the session, particularly the discussion around one's own experience and the issues it raised.
2. Gibbs model of reflective practice (Gibbs, 1988)	Reflective practice model using specific questions	■ Pre session: Identify issue ■ During session: outline experience ■ The structured questions are asked by one of the co-mentors, others asking further clarifying questions as needed ■ Post session: reflect on the session, particularly the discussion around one's own experience and the issues it raised.
3. Phase model (Akhurst & Kelly, 2006; Wilbur et al., 1991)	Staged process for identifying need, exploration, feedback and discussion	■ Identify need/issue ■ Question/explore issue ■ Co-mentor feedback ■ Presenter response ■ Discussion
4. Critical friends approach (School Reform Initiative, 2010)	Structured step by step protocol	■ Similar to above but steps separated out further

Reflective Tasks to Promote Effective Learning

Regardless of reflective model used, the following tasks are necessary to promote learning.

Prior to the peer group mentoring session:

Identify an experience with student supervision that you found challenging. It might be something you found confronting, disturbing or distressing. It might be something that confused you, left you feeling uncomfortable or unconfident. It might be something that surprised you. Alternatively you might identify an experience that particularly impressed you.

In a paragraph or two, write a summary of the experience or issue you wish to discuss. End with two questions you wish to raise with your peer mentoring group.

Within the peer group mentoring session:

Within your peer mentoring group briefly outline your experience. Each member of the peer mentoring group does the same.

Group members decide which experience(s) to explore further within the mentoring session. This may take the form of a voting or rating system or a general discussion. The decision is likely to be based on:

- Complexity of experience and potential issues;
- Relevance to the group (some experiences may overlap);
- Time available (more than one experience may be able to be discussed);
- Sharing the opportunity equally amongst group members.

Alternatively, some groups may choose to have more of a roster system for discussing issues.

After the peer group mentoring session

To encourage deep learning it is important that participants spend some time reflecting on the session, particularly the discussion around one's own experience and the issues it raised. This might include writing down reflections in a reflective journal; audio recording reflections, or even depicting reflections in drawings.

At the following peer group mentoring session, participants are encouraged to feedback any new insights or actions resulting from the previous peer mentoring session.

At the following peer group mentoring session, participants are encouraged to feedback any new insights or actions resulting from the previous peer mentoring session.

As part of the Peer Group Mentoring Framework implementation, is it important to have an external facilitator available to offer groups support and guidance on the reflective process as needed.

Reflective Model Details

1. Guided questions model

(Adapted from Boud et al., 1985; The University of Sydney teaching material, 2013).
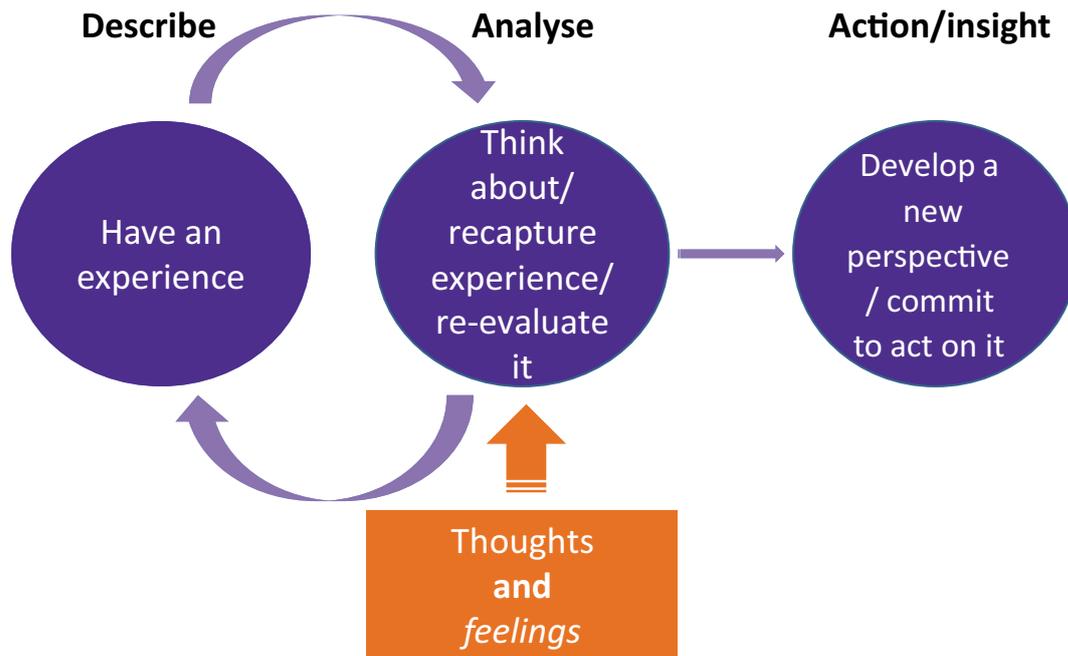
Describe   **Analyse**   **Action/insight**

Have an experience → Think about/ recapture experience/ re-evaluate it → Develop a new perspective / commit to act on it

Thoughts **and** *feelings*

Adapted from Boud, D., Keogh, R. and Walker, D (Eds) (1985). *Reflection, turning experience into learning*. London: Kogan Page

Prompt questions:

Describe

- Describe what happened
  · What was it that took you by surprise?
  · What was it that was important to you?
  · What was it that concerned you?
  · What was it that impressed you?
- What were your feelings at the time?
- Were you surprised by these feelings?

Analyse

- Why do you think you felt this way?
- Why do you think you acted this way?
- What were you trying to achieve?

- What was influencing your thoughts, feelings, actions at the time?
- Are you making any assumptions – how does this relate to your beliefs and values?
- How does it relate to your current way of working?

Action/ new perspectives

- How has this changed your perspective on practice/ working?
- What would you do differently next time?
- What have you learnt about yourself?
- How would you deal with similar situations or experiences?
- What actions can you commit to?

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2. Gibbs model of reflective practice

In the diagram below, begin at "**Description**" and work through each of the structured questions. Offer additional questions to explore the issue further as needed to encourage deeper reflection.
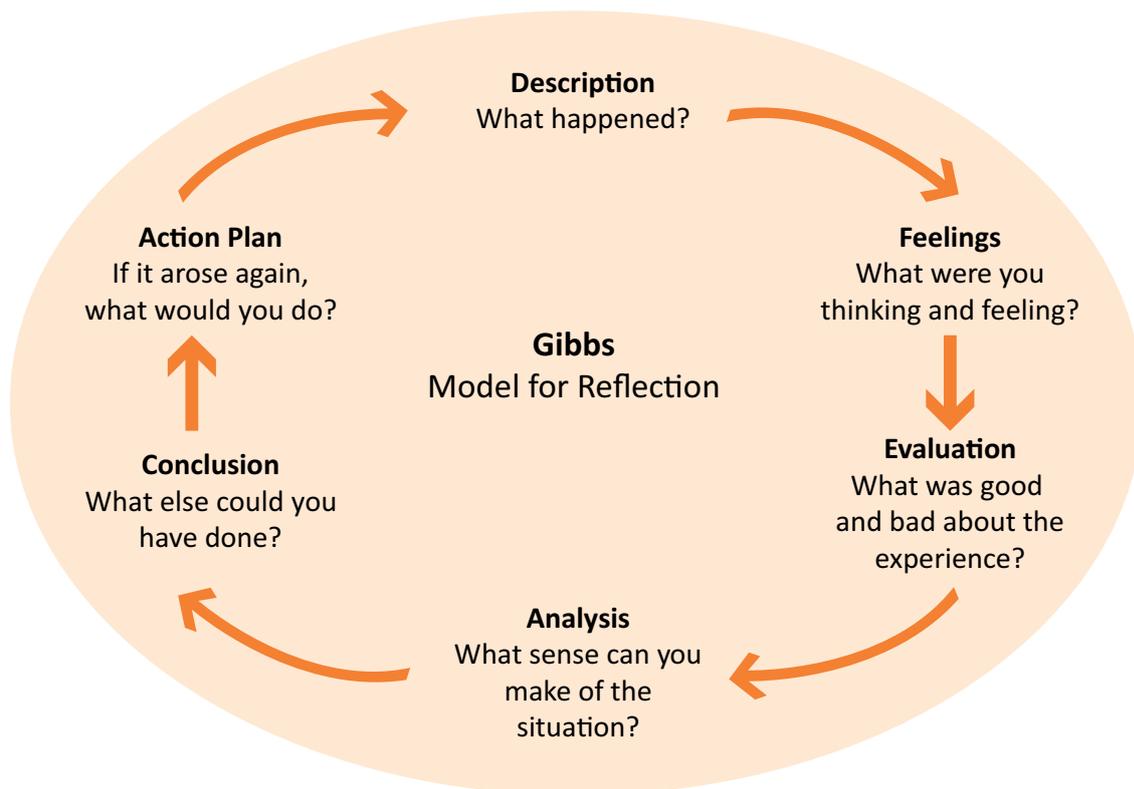
Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Analysis
What sense can you make of the situation?

Conclusion
What else could you have done?

Action Plan
If it arose again, what would you do?

Gibbs
Model for Reflection

Adapted from Gibbs, 1998. *Learning by doing: A guide to teaching and learning methods. Oxford: Further Education Unit*, Oxford Brookes University.

Questions to use with Gibb's model of reflective practice

(Adapted from Health Education and Training Institute, 2012. *The Superguide: A handbook for supervising allied health professionals*).

Description:

Describe as a matter of fact what happened during your chosen student supervision episode for reflection?

Feelings:

What were you thinking and feeling at the time?

Evaluation:

List the points or tell the story about what was good and what was bad about the experience?

Analysis:

What sense can you make out of the situation? What does it mean?

Conclusion:

What else would you have done? What should you perhaps not have done?

Action plan:

If it arose again, what would you do differently? How will you adapt your practice in light of this new understanding?

3. Phase model

The Phase model provides an explicit procedure to follow to encourage the co-mentoring and reflective practice process. Phases are distinguished by who is involved in the discussions at any one point in the process. The "pause period" allows each participant to individually reflect on the discussion up to that point.

Phase 1	Request for assistance (presenter of issue)
Phase 2	Questioning period and identification of focus (co-mentors to presenter)
Phase 3	Feedback responses (co-mentors)
Pause period	
Phase 4	Mentee response (presenter of issue)
Phase 5	Discussion period (all)

(Adapted from: Akhurst & Kelly, 2006; Wilbur et al., 1991)

4. A Critical Friends approach to reflective practice

Adapted Critical Friends Group Consultancy Protocol (adapted from School Reform Initiative, 2010)

Step 1: Facilitator overview

Review process

Set time limits for each step

Step 2: Presenter overview of issue

(Presenter is identified/ volunteers at previous session)

Presenter shares issue/ dilemma; provide context and frames the key question/ concern for specific consideration

Step 3: Clarifying questions

Group members ask clarifying questions to learn more about the issue and context

Responses are mainly factual, brief

Step 4: Probing questions

Group members ask more probing questions to learn more about the issue

Group ask "why" type questions and open ended questions to help presenter clarify and expand thinking about the issue

(NB: advice or discussion is not part of this step)

Step 5: C-mentor's group discussion

Group discusses issue – both positive and critical aspects

Group discuss what they heard, what they think real dilemma or issue might be; what assumptions might be influencing the dilemma.

Concrete solutions may or may not be offered depending on discussion focus

Presenter is silent, taking notes

Group addresses possible suggestions related to the issue

Step 6: Presenter response

Presenter responds to group feedback

Group remain silent

Step 7: Open discussion

Involves presenter and group in discussion

Step 8: Debriefing

Facilitator leads discussion, critiquing the process.

Presenter for next session chosen

Peer Group Mentoring Agreement

We are voluntarily entering into a mentoring relationship and agree to the following over-arching principles of peer group mentoring:

1. Peer group mentoring is a professional relationship based on mutual respect, collegiality and trust;

2. Relationships within the peer mentoring group are non-hierarchical and equal;

3. Participants share responsibility for the relationships formed;

4. Peer group mentoring complements (rather than replaces) other forms of supervisor professional development;

5. Participation is voluntary;

6. Participation should be mutually valuable to all involved;

7. Participants are internally driven and motivated towards personal and professional self development;

8. Whilst there is an over-arching framework to peer group mentoring, structure and format and content needs to be flexible to meet the needs of the individual groups;

9. Reflection is a critical component of peer group mentoring – both individual and group reflection;

10. Peers co-mentor each other as part of the peer mentoring group process.

We agree that for the duration of the program we will:

- Maintain confidentiality and respect each other's privacy
- Be respectful, non-judgmental and supportive
- Keep to scheduled meeting times or give adequate notice of change
- Behave ethically and safely at all times
- Advise the mentoring facilitator of any issues or concerns.

Frequency, location and preferred method of contact
(recommended 1.5-2hrs fortnightly to begin with)

Agreed objectives and outcomes

Additional "ground rules"

We undertake to commit to the full peer group mentoring program, but also understand that unforeseen individual circumstances may prevent some participants completing the program.

At regular intervals and at the conclusion of the peer group mentoring program we will review this Agreement and evaluate our progress.

Co-mentors:

Name	Signature	Date

Application of Learning to Self Development

Learning area	Implementation/follow up Plan
What specific things have I learned/achieved from this peer mentoring session?	
Are there learning areas that were not addressed by this session that I had wanted to learn? What additional questions has this session raised? How will I address this learning need?	
Can I identify ways in which I can apply learning from this session to my workplace?	
Is there anything blocking me in my steps in applying learning from this session (either internal or external)?	
What steps can I take to work around/under/over these blocks? Can I take another direction?	
What are the strengths (both professional and personal) which will assist me to implement the learning from this session?	
Other areas for follow-up?	

Facilitator's Session Plan for a Peer Group Mentoring Program

Initial large group session

The session plan below is designed for a 1 day program combining sessions 1,2 and 3. However, sessions can readily be split between 2-3 days. Each session is approximately 2 hours.

Task/ content	Facilitation process	Resources	Timeframe
Session 1			
Introductions – to facilitators	Facilitator introductions – where currently work; previous workplaces; student supervision experience.	**Whiteboard** Session content: ■ Overview - Peer Group Mentoring Framework ■ Group process management ■ Structured approaches to encourage reflection Peer Group Mentoring Framework: ■ large group session ■ small group sessions ■ Large group "check-in" session (date)	5 mins
Participant introductions	**Go around room – each participant to say:** ■ Name ■ Where currently work; previous areas of work ■ Involvement with student supervision		10 mins
Overview of the day's program	**Session 1:** introduction to concepts of peer group mentoring **Session 2:** establishing peer mentoring groups and mentoring agreements **Session 3:** small groups begin to work through the peer group mentoring process by applying the peer group mentoring framework to a supervision situation.		

Task/ content	Facilitation process	Resources	Timeframe
Aims of this session	Outline session 1: ■ Overview- the Peer Group Mentoring Framework – structure, what's involved. ■ Overview of peer group mentoring generally ■ Discussion of group process management ■ Discussion of structured approaches to encourage reflection	**Refer to whiteboard**	5 mins
Hopes/ expectations/ concerns	**Ask the group generally if anyone would like to share their hopes and expectations.** Provide a general summary of pre program questionnaire responses. **Ask the group for their concerns about participating in the peer group mentoring program.** Provide a general summary of pre program questionnaire responses.	Pre program summary of questionnaire responses Record on whiteboard/ write down – ask group for permission to do this.	10 mins
Background to Peer Group Mentoring Framework	Provide any relevant background to establishment of the Peer Group Mentoring Framework. For example: Framework a result of previous ICTN projects – MHCC Practice Placement project; SLHD TOTR program; St Vincents hospital STAR program. Partnerships between MHCC, SLHD, HETI and Sydney Uni. Gap identified – ongoing support and further development of student placement supervisors.		5 mins

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Task/ content	Facilitation process	Resources	Timeframe
Overview of Peer Group Mentoring Framework	<u>Who's involved:</u> Mentoring each other – co-mentoring/ peer mentoring to develop one's own student supervisory skills (i.e. workshop participants will be providing peer mentoring to each other) <u>Over-arching structure:</u> **Larger group session** – externally facilitated to assist participants become familiar with the peer group mentoring process and to learn new skills in student supervision and peer group mentoring. Transition to participants facilitating their small group sessions. Form small groups and develop agreements in small groups (3-4) and set up future meetings. **Small group sessions** – participants of the small group continue to meet independent to the initial large group. Groups implement the mentoring framework experienced in the larger group. **"Check-in" meeting** – the larger group comes back together to reflect on the small group mentoring process and review goals and supervision issues that have arisen. Small groups continue to meet between large group meetings. <u>In summary:</u> Large group session to learn the peer group mentoring process, organise small groups, develop agreements in small groups. Small group sessions to implement the mentoring approach. A check-in meeting to review how the mentoring process is working. **Ask for any questions/ thoughts/ comments (prompt: how groups will be formed). Workshop what people think of this model (pros and cons).**	**Refer to whiteboard.** Peer Group Mentoring Framework: ▪ Large group sessions ▪ Small group sessions ▪ Large group "check-in" session (date)	10 mins

Task/ content	Facilitation process	Resources	Timeframe
Purpose of peer group mentoring program	**Ask participants:** What they see as the purpose of the peer group mentoring program? What they hope to get out of participating in the program?		5 mins
Overview of peer group mentoring	<u>Explain terminology:</u> ■ a range of terms are used in practice and in the literature when discussing "mentoring". ■ Some participants may be familiar with "supervision" or "group/ peer supervision" – this is separate mentoring. Mentoring: a voluntary professional relationship based on mutual respect and agreed expectations that is mutually valuable to all involved and includes professional development and growth and support. Mentors act as "critical friends" in encouraging reflection to achieve success. There are many mentoring models within the literature and in practice: • One - on - one senior mentor and junior mentee model. Traditionally used in the past; hierarchical; often informal; • Group mentoring – peers co-mentor each other in small groups; mixed experience of participants. We are in a peer group mentoring program. Mentoring each other. ■ Outline the general purpose of mentoring: ■ Personal and professional growth; ■ Reflection and development of reflective practice skills; ■ Support; ■ Career development.	**Handout:** What is mentoring?	5 mins
Peer group mentoring Process	Explain that there are two parts to process – setting up a group management process and selecting an approach or model to encourage reflection		5 mins

Task/ content	Facilitation process	Resources	Timeframe
Establishing the group management process	**Ask participants for their experience of group work.** Brainstorm issues faced How do we overcome these issues? ➔ Mentoring agreement important part of this. Some issues to consider in a peer group mentoring agreement for student supervision: ▪ This is a voluntary program – no one should feel they have been forced to attend; ▪ Peer aspect – peers co-mentor each other. Here as equals – varying experiences, work places; ▪ Participants share responsibility for the relationships formed within the group; ▪ Support is around student supervision issues; career development is around student supervision; ▪ Reflection on our student supervisor experiences is a critical component of the peer group mentoring program; ▪ Participation should be mutually valuable to all. **Ask for any comments/ questions – workshop what people think of this (pros and cons)**	**Handout:** Stages of developing a peer mentoring group.	15 mins

Task/ content	Facilitation process	Resources	Timeframe
Introduction to peer group mentoring agreement	Explain that for effective peer group mentoring it is important that the group develop and agree on some principles; the goals and outcomes for the program; structure and format to sessions; and any other ways of working everyone thinks important. Links in with above discussion on peer group management processes. Refer to principles on agreement. **Ask participants to read through. Ask participants for comments/ additions/ any changes requested.** **Workshop what people think of this agreement.** Make any necessary changes to hard copy (distribute electronically prior to next meeting). Explain that in the next session, small groups will develop their own mentoring agreement.	**Handout:** Mentoring agreement.	15 mins
Structured approaches and models to encourage reflection	Refer back to purpose of peer group mentoring and the need to have in place a structured approach that encourages reflection, provides support and also encourages professional and personal growth around student supervision. Workshop each model of reflection using a real example from practice. **Ask group for their thoughts on using any particular model – advantages and disadvantages. Workshop ideas.** Content for discussion at peer group mentoring sessions: Provide some examples of the types of issues participants might bring to a mentoring session: ■ Student behaving unprofessionally – ■ A student struggling with meeting competency ■ Time management with managing having a student ■ Objectively assessing a student	**Handout:** 4 Approaches to encourage reflection within peer mentoring groups	30 mins

Task/ content	Facilitation process	Resources	Timeframe
Self development plans	Emphasise the importance of participants implementing an individual self development plan to track and promote deeper learning through the peer group mentoring sessions. **To be discussed in more detail at the following session.**	**Handout:** Self development plan template	5 mins
Prep for next session (if running sessions separately)	Participants to come to next session with ideas on how they think small groups would be best formed. Participants to think about what would be included within their small group mentoring agreement. Explain that, prior to each small group mentoring session, participants are encouraged to identify an experience regarding student supervision that they would like to discuss within their peer mentoring group.		5 mins
Feedback on session (if running sessions separately)	Facilitators to facilitate discussion on unpacking the mentoring process: ■ What aspects of our facilitation process have helped your learning? ■ What has hindered your learning? ■ What needs changing? ■ What worked in the session? ■ What didn't work? ■ What would you like to change for the next session?	Note: facilitator to make any changes to the mentoring agreement and send electronically to participants.	15 mins
	Break as required		

Task/ content	Facilitation process	Resources	Timeframe
Session 2			
Recap on previous session	Recap on: ■ Purpose of peer group mentoring program ■ Overarching Peer Group Mentoring Framework ■ Peer group mentoring – two important processes; 1. Setting up group management process – facilitation/ leadership, agreements 2. Establishing a format to sessions to encourage reflective practice ■ Recap on 4 approaches/ models to encourage reflection	**Whiteboard**	5 mins
Aims of this session	■ Establish small groups ■ Confirm/ agree on an approach/ model to sessions to encourage reflective practice ■ Developing a peer group mentoring agreement within small groups ■ Work through an experience using the model agreed to previous session/ this session	**Whiteboard:** Outline of session: ■ Agree on format/reflective approach to sessions ■ Establish small groups ■ Mentoring agreements ■ Small group mentoring	5mins
Establishing small groups	**Ask participants for ideas on how small groups could be formed to maximise learning – brainstorm ideas (someone scribe if no white board available).** Aim for self selection based on: ■ Diversity in groups ■ Relationships already formed in first session ■ Geography ■ Goals of individuals ■ Level of experience – groups people with masses of experience together otherwise may become a mentor – mentee relationship. **Ask participants to form their own groups (3-4). Facilitator may need to facilitate this process.**		15 mins

Task/ content	Facilitation process	Resources	Timeframe
Approach to encourage reflection	Recap on previous session examples given. Ask participants for their views on using particular approaches. Seek agreement by groups on which approach will be used (if aim is for consistency across groups).	**Handout:** Written case example of using Phase approach.	20 mins
Mentoring agreement	Ask participants for any further feedback on peer group mentoring agreement template that was circulated. Change/ add to as necessary. **In their small groups, participants to develop their mentoring agreement.**		20 mins
Prep for next session (if running sessions separately)	Prior to next session, participants are encouraged to identify an experience regarding student supervision that they would like to discuss within their peer mentoring group. Participants to bring experience to the next peer mentoring group.		5 mins
Feedback on session (If running sessions separately)	Facilitators to facilitate discussion on unpacking the mentoring process: ■ What aspects of our facilitation process have helped your learning? ■ What has hindered your learning? ■ What needs changing? ■ What worked in the session? ■ What didn't work? ■ What would you like to change for the next session?	Note: facilitator to make any changes to the mentoring agreement and send electronically to participants.	15 mins
Break as required			

Task/ content	Facilitation process	Resources	Timeframe
Session 3			
Recap on previous session	Recap on: ■ Smaller peer mentoring groups established; ■ Mentoring agreements developed; ■ Model of reflective practice agreed upon.		5 mins
This session	Implementing the peer group mentoring process		
Implementing the agreed upon mentoring format	In small groups, participants to work through a student supervision experience/ issue: Follow their agreement and group management process to work out the process in deciding which experience to discuss. Facilitators to "float" between groups – explain that this will occur.		40 mins
Debrief on mentoring process	Ask small groups to spend 5 minutes discussing what worked well with process; what didn't work; what would we change next time. **Report back to larger group process feedback.**		20 mins
Small group mentoring	Reform small groups and repeat peer group mentoring process		40 mins
Self development plans	Re-emphasise the importance of participants implementing an individual self development plan to track and promote deeper learning through the peer group mentoring sessions. Ask participants to share their ideas in their small groups. Note they don't have to all agree on same way. Aim is to just share and learn of other ideas. Report back to larger group.	**Refer to handout:** Self Development plan template	5 mins plus 10 mins

Task/ content	Facilitation process	Resources	Timeframe
Prep for small group sessions	Remind of process following this large group session: Small groups meet independently. Remind groups that prior to each of their small group sessions, participants are encouraged to identify an experience regarding student supervision that they would like to discuss within the peer mentoring group. Emphasise that facilitators are available between sessions if questions arise as well as when small groups are running.		5 mins
Feedback on session	Facilitators to facilitate discussion on unpacking the mentoring process: ■ What aspects of our facilitation process have helped your learning? ■ What has hindered your learning? ■ What needs changing? ■ What worked in the session? ■ What didn't work? ■ What would you like to change for the next session? What were some of the strategies we as facilitators have used throughout these two sessions? ■ How did it work? ■ Were the strategies successful?		15 mins
			Total time: 2.5 hrs

"Check-in" large group session

Duration: 2hrs

Prior to this session, facilitator contacts all small groups for feedback on types of student supervision issues that have been discussed; challenges faced with the mentoring process; and any particular issues they would like addressed at the large group session (responses can be from individuals or on behalf of group).

Task/content	Facilitation process	Resources	Timeframe
Recap on previous session	Re-cap on previous large group sessions: ■ Structure and format to peer group mentoring program. • Large group session • Small group sessions		5 - 10mins
This session	Format and content for session is largely determined by the earlier feedback from participants but should address the following: ■ Review of the mentoring agreement including review of anticipated outcomes; ■ Common challenges experienced with the mentoring process – including; structural; relationships and process issues; ■ Common student supervision issues arising from the small mentoring groups; ■ Progress with individual self development plans. If appropriate, include "guest facilitators" to workshop particular content areas.		90 min
Feedback on session	Facilitators to facilitate discussion on unpacking the mentoring process: ■ What aspects of our facilitation process have helped your learning? ■ What has hindered your learning? ■ What needs changing? ■ What worked in the session? ■ What didn't work? ■ What would you like to change for the next session? What were some of the strategies we as facilitators have used throughout these two sessions? ■ How did it work? ■ Were the strategies successful?		15 mins
			Total time: 2 hrs

7. HOW TO EVALUATE THE SUCCESS OF A PEER GROUP MENTORING PROGRAM

Evaluation of peer group mentoring should look at:

1. The mentoring process – elements contributing to its success; factors inhibiting its success, i.e. were challenges r barriers managed?;

2. Content covered within the mentoring sessions and its relevance/ usefulness;

3. Perceived and actual outcomes of the peer group mentoring (to individual, students, organisation).

Suggested evaluation methodology

A. *Pre program evaluation (online survey) to all participants*

1. What is your gender?

   Male;   female

2. What is your age?

   <30;   30-39;   40-49;   50-59;   60+

3. How long have you been supervising students?

   Less than 6 months; 6 months to 1 year; 1-2 years; 2-5 years; 5-10 years; over 10 years

4. What are your hopes and expectations with participating in this peer group mentoring program?

   Open space for answer

5. What are your concerns, if any with participating in this peer group mentoring program?

   Open space for answer

6. What issues or topics would you particularly like covered in the peer group mentoring program.

   Open space for answer

B. *Post program evaluation (online survey) to all participants*

1. What is your gender?

   Male;   female

2. What is your age?

   <30;   30-39;   40-49;   50-59;   60+

3. How long have you been supervising students?

   Less than 6 months; 6 months to 1 year; 1-2 years; 2-5 years; 5-10 years; over 10 years

4. This peer group mentoring experience was a positive learning experience

   5 point Likert scale

5. What factors, if any contributed to the positive learning experience of the peer group mentoring program (choose as many as you like):

   Relevance of topics

   Safe learning environment

   Large group sessions

   Small group co-mentoring sessions

   Keeping discussion on target

   Interactions with co-mentors

   It was not a positive learning experience

   Other: Open space for answer

6. My experience in this peer group mentoring program had some negative aspects (e.g. feeling threatened, uncomfortable, time-consuming)

   5 point Likert scale

7. What factors, if any inhibited the learning experience of the peer group mentoring program (choose as many as you like):

    Irrelevant topics

    Large group sessions

    Small group co-mentoring sessions

    Wandering off topic

    Interactions with co-mentors

    Group dynamics

    Lack of organisational support to attend

    Other work priorities

    Time of day held

    Length of large group sessions too long

    Length of large group sessions – too short

    Venue location distance from workplace

    Nil, it was a positive learning experience

    Other; Open space for answer

8. Please rate the usefulness of the following as a resource for your learning:

    The external facilitators   Excellent / good/ fair/ poor/ very poor/ not applicable

    Fellow group co-mentors   Excellent / good/ fair/ poor/ very poor/ not applicable

    Self reflection   Excellent / good/ fair/ poor/ very poor/ not applicable

9. The issues and topics discussed were relevant to my practice as a student supervisor:

    5 point Likert scale

10. Which issues discussed or topics were most useful?

     Open space for answer

11. Please rate yourself as a practice teacher/ student supervisor/ assessor **BEFORE** participating in the peer group mentoring program in each of the following areas:

    Effectiveness   Excellent / good/ fair/ poor/ very poor/ not applicable

    Motivation   Excellent / good/ fair/ poor/ very poor/ not applicable

    Confidence   Excellent / good/ fair/ poor/ very poor/ not applicable

12. Please rate yourself as a practice teacher/ student supervisor/ assessor **AFTER** participating in the peer group mentoring program in each of the following areas:

    Effectiveness   Excellent / good/ fair/ poor/ very poor/ not applicable

    Motivation   Excellent / good/ fair/ poor/ very poor/ not applicable

    Confidence   Excellent / good/ fair/ poor/ very poor/ not applicable

13. Estimate the percentage your overall effectiveness in student supervision has improved due to the peer group mentoring program:

    0%

    5%

    10%

    15%

    20%

    25%

    30%

    35% or more

14. What, if any areas of your *supervisor practice* have improved (choose as many as you like):

    Interpersonal effectiveness

    Confidence in supervisor role

    Problem solving

    Stress management

    Time management

    Supervisor skills in dealing with challenging situations

    Supervisor skills in assessing students

    Supporting students in difficulty

    Providing effective feedback to students

    Making better decisions as a student supervisor

    Listening skills

    Understanding others' perspectives/ points of view

    Supporting other student supervisors

    Other; Open space for answer

15. What, if any areas of your co-mentoring practice have improved (choose as many as you like):

    Interpersonal effectiveness

    Expanding my network

    Leadership skills

    Confidence in co-mentor role

    Problem solving

    Stress management

    Listening skills

    Giving feedback

    Receiving feedback

    Understanding others' perspectives/ points of view

    Supporting other student supervisors

    Other: Open space for answer

16. Has attending the peer group mentoring program resulted in you becoming more willing to supervise students?

    Yes/ No/Unsure

17. By attending the peer group mentoring program, I believe the overall quality of my student's learning experience has been enhanced:

    5 point Likert scale

18. I am interested to start a peer group mentoring process in my workplace

    5 point Likert scale

19. I would recommend peer group mentoring to other student supervisors.

    5 Point Likert scale

20. Can we contact you in 6 months time to review your progress in making these changes?

    Yes /No

    If yes, please provide your email address (where/ how?). Note: this email will not be linked to answers provided in this questionnaire (re-word).

21. What suggestions would you like to make for future peer group mentoring programs?

    Open space for answer

C. *External facilitator reflections on mentoring sessions*

i. Use a reflective framework to reflect on facilitation process:

> What worked well in the session?

> Think about group dynamics; participation; content provided; responses to content discussed; flow of session.

> Ask: when were participants most engaged? When were we as facilitators most engaged? What action (if any) did anybody take that we found most helpful?

> What are some of the facilitation strategies we used that worked well?

> What didn't work so well?

> When did participants seem confused? When did we feel most challenged? What action (if any) did anybody take that we found most challenging?

> What new insights did we gain?

> What do we need to change, include or be aware of for the next session?

> (Adapted from Brookfield (1995). Becoming a critically reflective practitioner. Thousand Oaks, CA: Sage).

ii. Facilitator observations of mentoring sessions.

D. *Post program focus group with participants (conducted by an external person)*

Focus group questions (first three sourced from Lord et al, 2012):

1. Describe the degree to which you perceive the peer mentoring group contributing to your personal growth and professional development that otherwise wouldn't have occurred without the peer mentoring group. Describe some of those added outcomes.

2. Describe the successful characteristics and functions of the peer mentoring group. How did the peer mentoring group meet and exceed its original goals?

3. Describe the drawbacks and barriers to success of the peer mentoring group. How did the peer mentoring group fail to meet its original goals?

What changes, if any, have you already made to your practice as a student supervisor as a result of participating in the peer group mentoring program?

What further changes, if any do you plan to make in your practice as a student supervisor?

If you were going to continue to meet, how would the program need to change to help you achieve your goals?
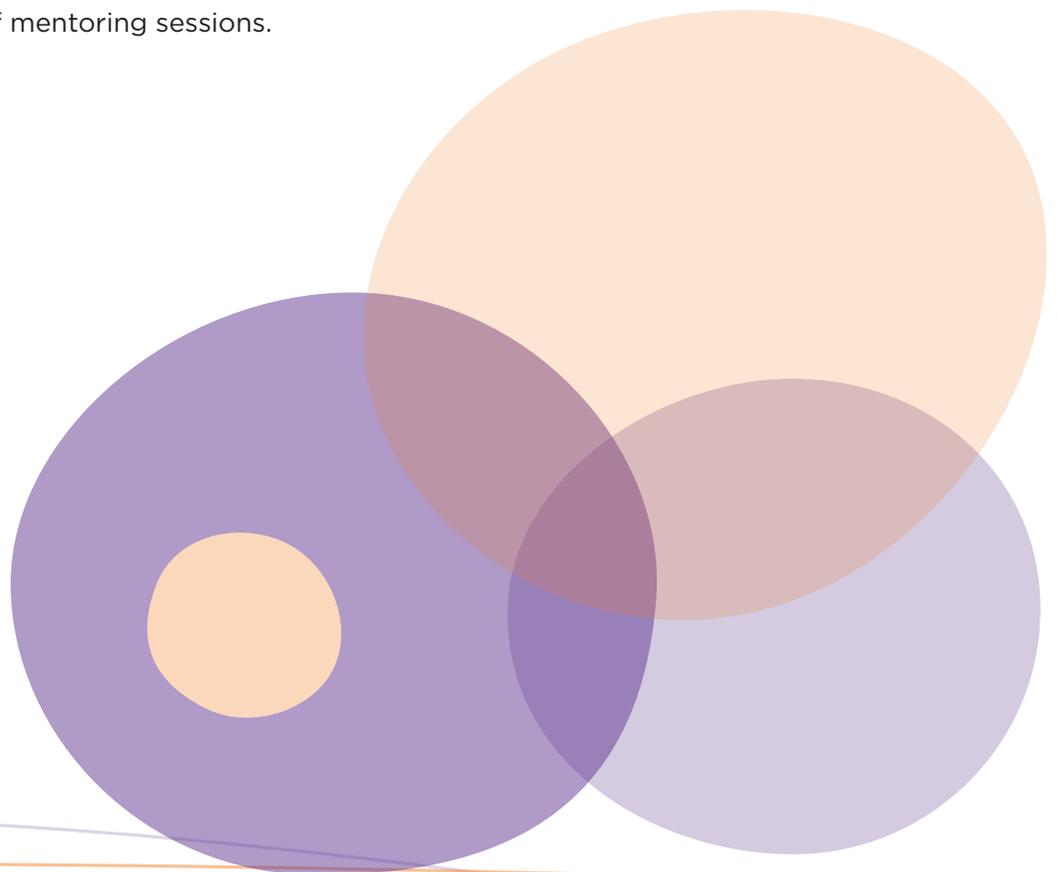
8. ADOPTION OF FRAMEWORK

The Peer Group Mentoring Framework for the Development of Student Supervisors provides an evidence-based framework to guide organisations in supporting and further developing their staff involved in student supervision. A model for a peer group mentoring program has been outlined and resources provided for its implementation and evaluation.

The Peer Group Mentoring Framework is deliberately designed to bring together participants from a range of professional backgrounds to encourage the sharing of experiences, perspectives and knowledge bases, thus encouraging interprofessional learning. Some organisatons may choose to implement the Framework within a particular site; others may choose to implement it across an entire organisation. The Framework is also flexible to enable delivery across sectors, for example community service and/or health settings.

Successful implementation of the Peer Group Mentoring Framework requires organisational support and commitment. Resources are required to establish the mentoring program within the organisation, facilitate the large group sessions, provide consultation to peer mentoring groups as needed and monitor the program's ongoing delivery.

In line with the philosophy of mentoring, participation in the peer group mentoring program described in this Framework is voluntary. However, staff wishing to attend the program will initially require their organisation's support to attend in work time. Ongoing attendance within or outside of work time also needs to be discussed.

We encourage organisations to evaluate implementation of the Framework. To assist this process, an evaluation strategy, including both process and outcome evaluation has been provided within this Framework.

Whilst this Framework focuses on the development of student supervisors, it can readily be adapted for other contexts such as staff supervision. Elements of the framework, for example, the reflective practice approaches, can be applied to other aspects of work life such as problem solving and conflict management within the workplace.

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Wilson, C. B., Brannan, J., & White, A. (2010). A mentor-protege program for new faculty, Part II: Stories of mentors. *The Journal of nursing education*, 49(12), 665-671.
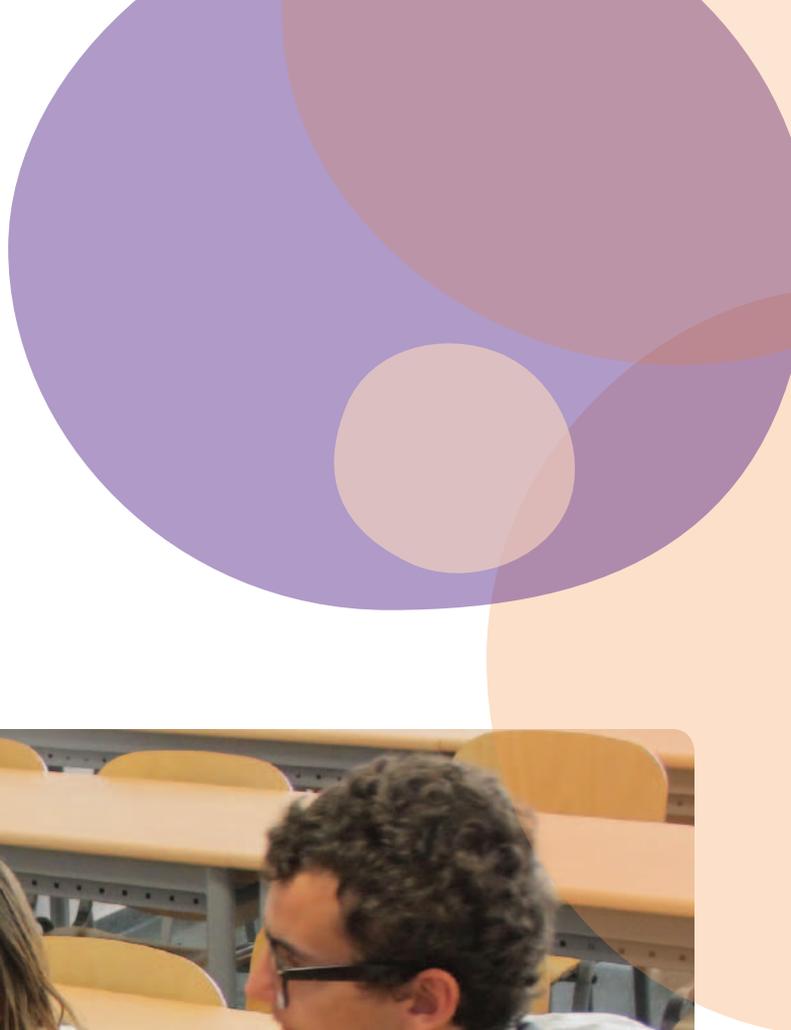
APPENDIX

Image: Board of European Students of Technology
https://www.flickr.com/photos/bestorg/8733059592

A Peer Group Mentoring Framework for the Development of Student Supervisors

Appendix 1: Interview Guide for Key Stakeholder Interviews

Introduce interview:

The focus of this interview is to seek participants' views on the development of a peer group mentoring framework for student supervisors.

Terminology:

- a range of terms are used in practice and in the literature when discussing "mentoring".
- Some interview participants may be familiar with "supervision" or "group/ peer supervision" – this is separate to the topic of this interview which is mentoring.

Mentoring: a voluntary professional relationship based on mutual respect and agreed expectations that is mutually valuable to all involved and includes professional development and growth and support. Mentors act as "critical friends" in encouraging reflection to achieve success.

- There are many mentoring models within the literature and in practice. For the purposes of this interview, these have been divided into two types:
  - One–on–one senior mentor and junior mentee model. Traditionally used in the past; hierarchical; often informal;
  - Group mentoring – peers co-mentor each other in small groups (e.g. 3-4 co-mentors); mixed experience of participants

This interview focuses on peer group mentoring.

Questions:

1. What do you see as the purpose of a mentoring program generally?
2. What would you hope to achieve/ your staff achieve from participating in a peer group mentoring program for supervisors? What would be the goals of the mentoring program?
3. What do you see as the benefits of participating in a peer group mentoring program?
4. What do you see as the challenges in participating in a peer group mentoring program?

Structure of mentoring program

5. If it was a face-to-face peer mentoring program, how often would you/ your staff be able to meet face to face? For how long?
   a. Would on-line/ virtual mentoring be a better option? If, so, how often would you/ your staff be able to meet? For how long?
6. What would be an ideal size for a peer mentoring group?
7. How would each group mentoring meeting be facilitated?
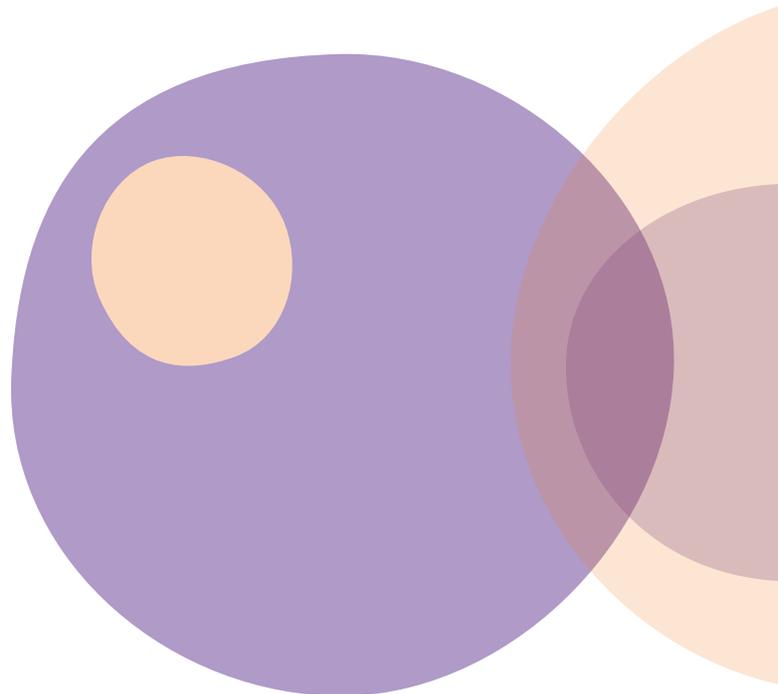
Content

8. What topics should be discussed in a peer group mentoring program for supervisors?

   a. Should there be set topics regarding student supervision?

   b. Should there be a set format to the discussions, e.g. formats to encourage critical reflection?

   c. Should this be left to individual peer mentoring groups?

Feedback on a framework model

Facilitator:

We'd like to put forward a model for group peer mentoring and get your feedback on it:

There are two parts:

Learning the group peer mentoring approach

   Initially participants meet in a large group (say 10 -15 participants) and use a structured facilitated mentoring approach to discuss challenging student supervision situations that participants have experienced. These sessions are facilitated by an external facilitator. After a couple of weeks, group members would start to take on that role, sharing between members.

   These sessions would run for 5-6 weeks.

   Aim of sessions: familiarise participants with a group peer mentoring format; learn new skills in student supervision

Implementing the group peer mentoring approach

   Participants (self) form groups of 3-4 with other participants to continue meeting independent to large group. Groups implement the mentoring model learnt in the large group. Groups independently negotiate meeting schedule/ location etc.

Questions:

9. Would this type of model interest you?

10. What difficulties do you anticipate?

11. Would you want to do individual reflections between meetings?

12. How would you suggest grouping participants for the peer mentoring groups? Cross sector/ cross discipline/ cross organisation??

13. Could you envisage this model being sustainable? If not, what would you change to make it more sustainable?
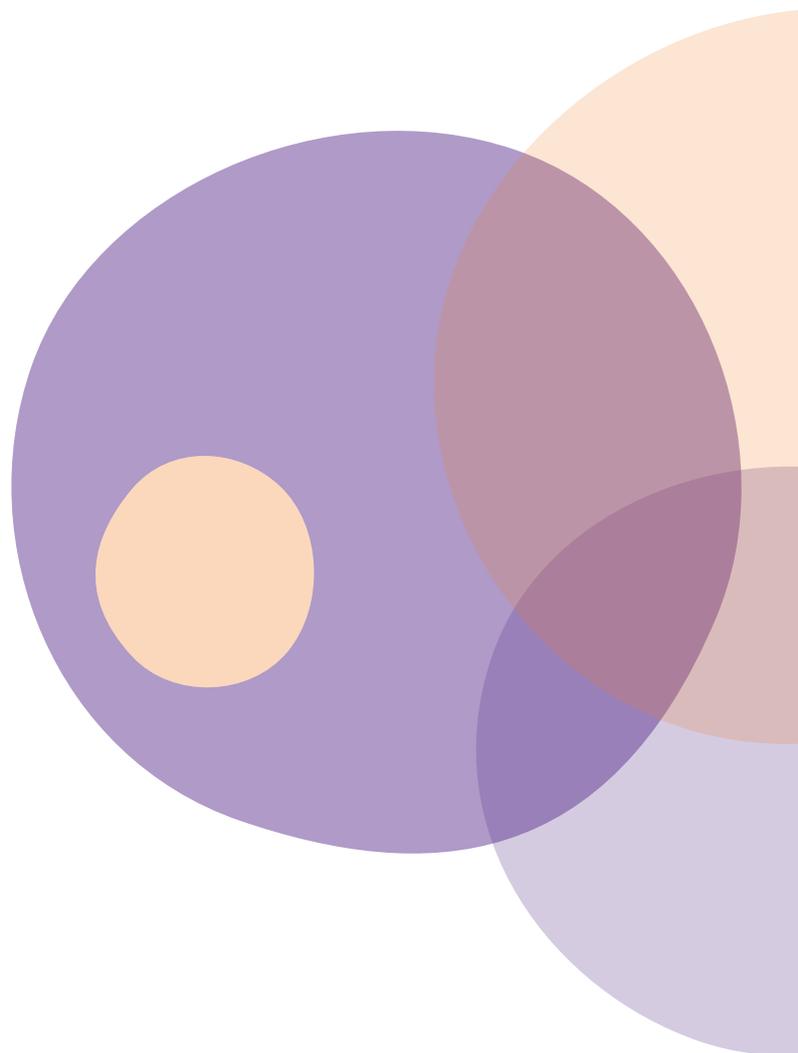
Trial of a Peer Group Mentoring Framework for the Development of Student Supervisors: Final Evaluation Report

November 2014

Authors:

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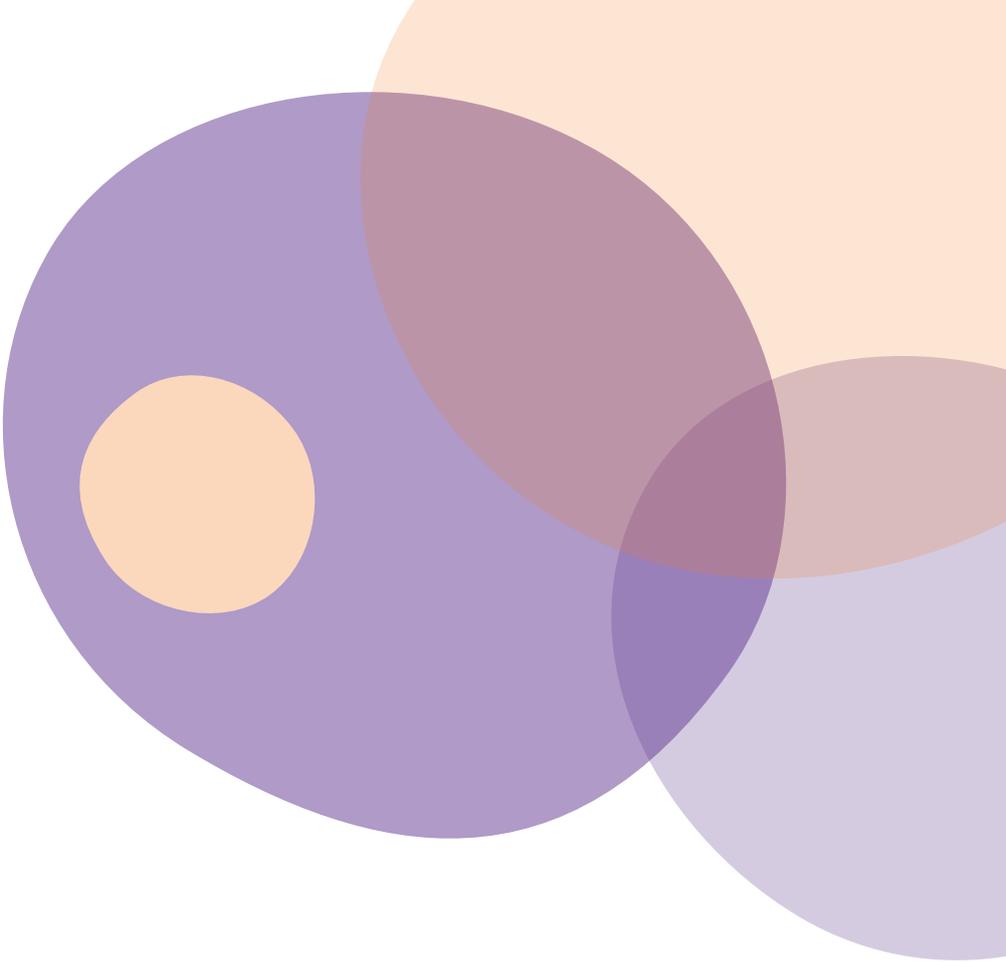
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EXECUTIVE SUMMARY

This report forms part of a 2014 project funded by the Interdisciplinary Clinical Training Network (ICTN) under the auspices of the Health Education and Training Institute (HETI):

'Work Integrated Learning: Towards Development of a Community Sector Interprofessional Learning and Supervision Model'.

The report presents findings of a trial of a Peer Group Mentoring Framework for the development of student supervisors.

The model of peer group mentoring used in the trial was based on a review of the literature and interviews with key stakeholders. Staff from non-government community managed organisations (NGOs/CMOs) across metropolitan Sydney and Sydney Local Health District (SLHD) took part in the trial. A mixed methods approach was used to evaluate the trial.

Findings from the trial demonstrated strong support for the Peer Group Mentoring Framework, endorsed the interprofessional nature of the Framework and identified the broader benefits of peer group mentoring. Recommendations for future development include:

1. Seek organisational support to run a longer pilot of the Peer Group Mentoring Framework (e.g. 1 year) within the public health and community managed sectors;

2. Implement a train-the-trainer program for peer mentoring group leaders;

3. Seek funding to develop and implement a research plan to rigorously evaluate the impact of the Framework on participants as well as students they supervise;

4. Disseminate findings of the trial nationally and internationally– e.g. in an appropriate peer reviewed journal.

BACKGROUND TO THE PEER GROUP MENTORING TRIAL

This evaluation report forms part of a 2014 project funded by the Interdisciplinary Clinical Training Network (ICTN) under the auspices of the Health Education and Training Institute (HETI):

'Work Integrated Learning: Towards Development of a Community Sector Interprofessional Learning and Supervision Model'.

As part of the project, the University of Sydney was contracted to develop, trial and evaluate a peer group mentoring framework. This report documents the findings of the Peer Group Mentoring Framework trial. Findings from the trial informed the final Peer Group Mentoring Framework.

Implementation of the trial

Structure and timing of trial

The peer group mentoring trial was conducted September – November 2014. Table 1 provides a summary of the trial structure. Two large group face to face sessions were held with all participants (2-2.5 hrs duration). These sessions were 3 weeks apart and aimed to i. introduce participants to the concepts of peer group mentoring; ii. establish the smaller peer mentoring groups of 3-4 members; and iii. allow the small groups to begin working through the peer group mentoring process.

The smaller peer mentoring groups then met independent of the large group to work through their own student supervision experiences. Groups independently negotiated meeting schedule/location etc.

Participants then came together for a final review session.

Table 1: Structure of peer group mentoring trial

	Large group 1 (all participants)	Large group 2 (all participants)	Small peer mentoring groups (organized by participants)	Large group 3 (all participants)
Date	8th September 2014	30th September 2014	1st Oct – 5th Nov 2014	6th November 2014
Venue	Concord Hospital	Royal Prince Alfred Hospital	Determined by small groups	Royal Prince Alfred Hospital

Participant recruitment

Flyers advertising the trial were distributed to Community Managed Organisations (CMO) via newsletters and Reference Group members. Similarly, flyers were distributed to Sydney Local Health District (SLHD) staff via emails.

In total, nine staff members from CMOs and SLHD enrolled in the trial. Two participants withdrew after the first large group session leaving seven participants completing the trial (Table 2). Participants had professional backgrounds in nursing (3), dietetics (1), occupational therapy (1) and psychology (2). All were involved with supervising students and/or other more junior staff members.

Table 2: Participants enrolled in the trial

	Sector	
	CMO	SLHD
Number of participants	3	6 (4 completed the trial)
Total number of completing participants	7	

Trial evaluation approach:

Evaluation of the peer group mentoring trial was designed to capture perceptions of:

1. The mentoring process – elements contributing to its success; factors inhibiting its success;

2. Content covered within the mentoring sessions and its relevance;

3. Perceived outcomes of the peer group mentoring (to individual, students, organisation).

Methodology

A mixed methods approach was used to evaluate the trial:

1. Online survey **prior** to the trial to capture demographics of participants and hopes, expectations and concerns about participating in the trial (quantitative and qualitative data).

2. Online survey **after** the final small group mentoring session and prior to the final large group session to capture elements of the mentoring process and perceived outcomes (largely quantitative data).

3. Focused discussion as part of the final large group session to further explore perceived outcomes of the trial (qualitative data). Discussions were audio-taped (with permission from participants) and repeatedly listened to in order to capture key discussion points to draw out key themes.

Appendix 1 contains details of the online surveys and focused discussion prompts.

Findings from trial

Online surveys

Pre-program survey

Only three participants completed the pre-program survey. Main hopes and expectations for the program focussed on the opportunity to:

- Learn from other supervisors;
- Share experiences;
- Gain different perspectives;
- Learn new skills and strategies for student supervision;
- Apply the skills gained to other areas of supervision, for example, staff supervision.

Concerns related to the inability to attend all sessions due to work commitments.

Participants were asked the same questions at the beginning of the first face to face large group session. Responses were similar to the online responses and highlighted the desire for the group approach to mentoring.

Post-program survey

Six participants completed the post-program survey.

Demographics of respondents

All respondents were female. All but one respondent fell into the 30-39 years age bracket (the other participant was under 30). Experience of student supervision ranged from less than 6 months to over 10 years.

The learning experience

All respondents rated the peer groumentoring trial as a positive learning experience (Figure 1). The small group co-mentoring sessions (100% of respondents) and the interactions with co-mentors (83% of respondents) appeared to have the most influence (Figure 2). Less influential were the large group sessions. This was partly due to the experiential nature of the small group sessions compared with the large group sessions.
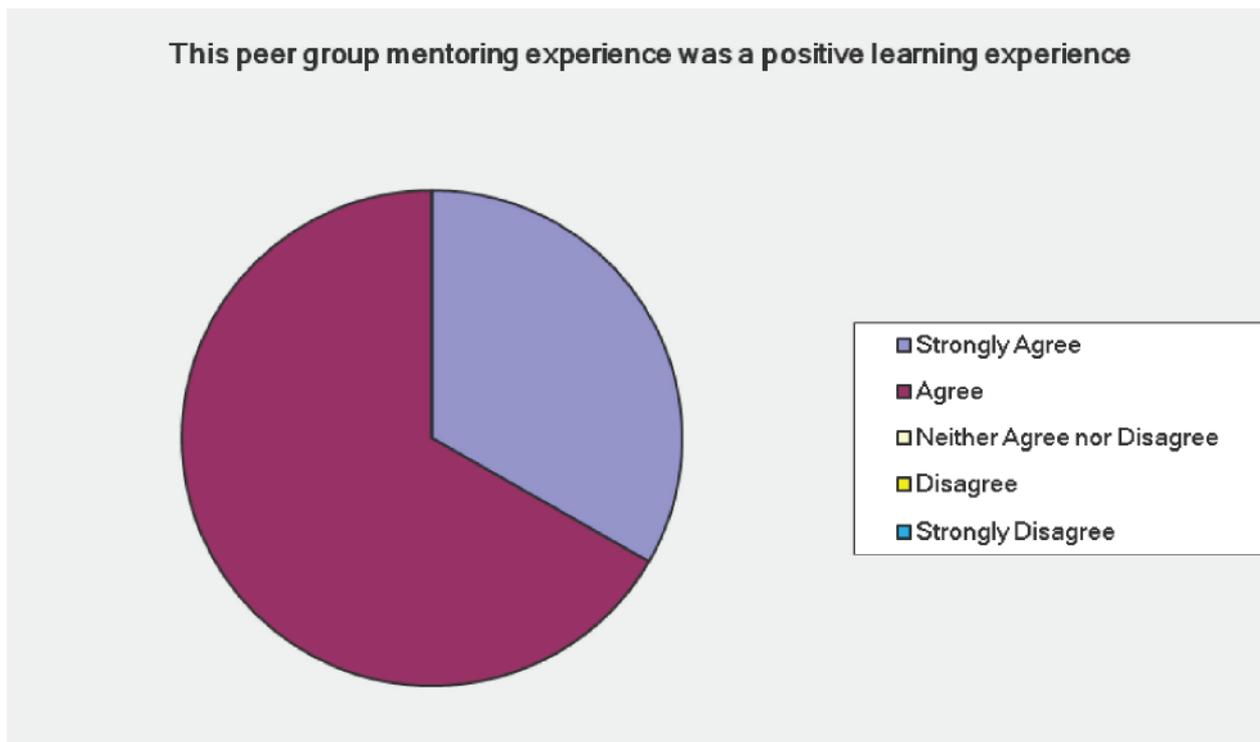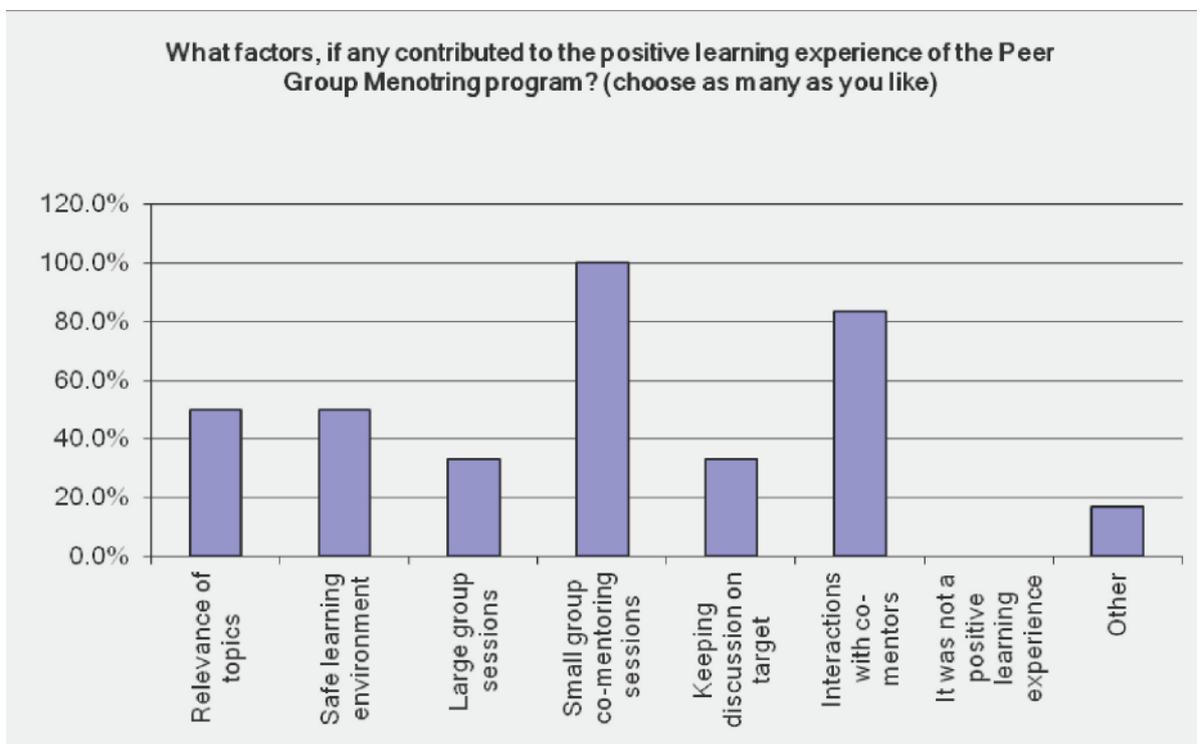
This peer group mentoring experience was a positive learning experience


Figure 2: Factors contributing to the positive
learning experience

What factors, if any contributed to the positive learning experience of the Peer Group Menotring program? (choose as many as you like)

All respondents rated equally highly the usefulness of the external facilitators and fellow co-mentors to their learning (Figure 3). Content was rated relevant by all respondents. However, fifty percent of respondents agreed that the peer group mentoring trial had some negative aspects. These largely related to logistical issues rather than the concept or process of the trial. The issues included: having other competing work commitments; the location of the sessions; and the difficulty with scheduling the small group meetings.

Figure 3: Rating of sources of learning
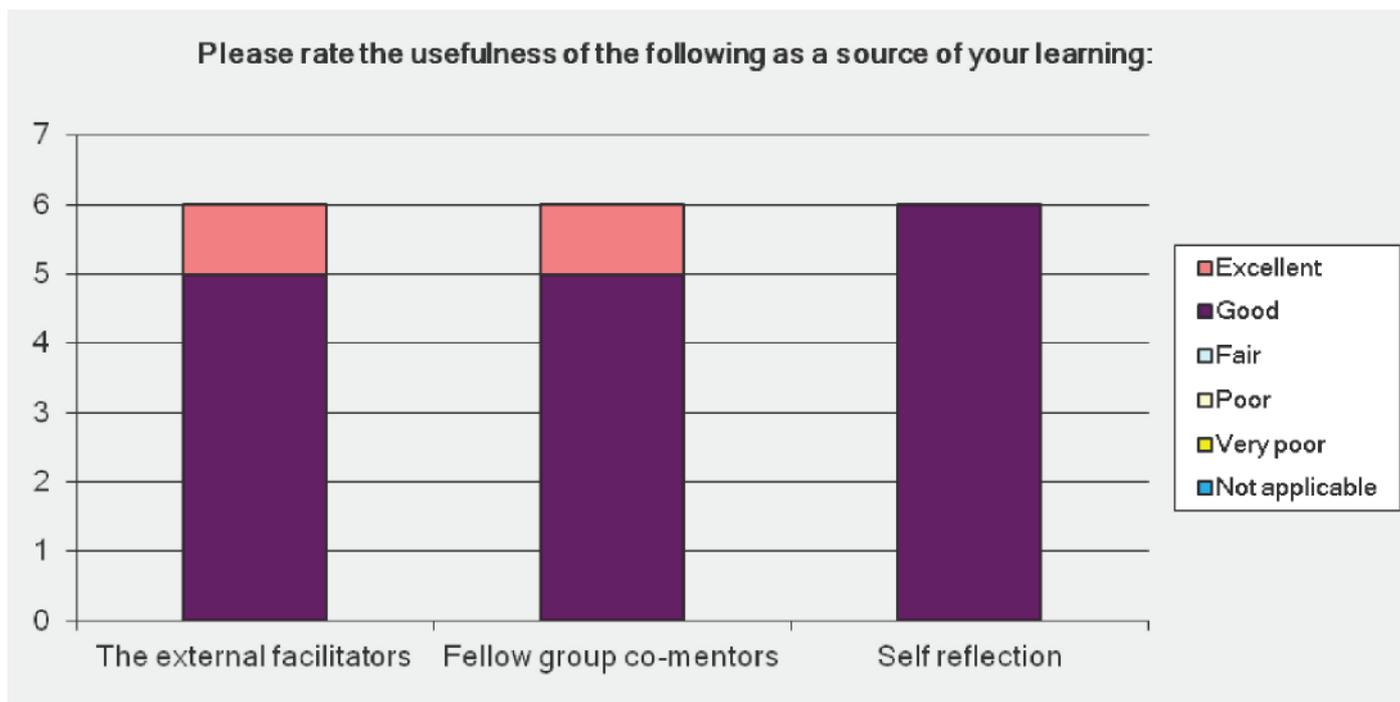
Perceived impact of trial on student supervision practice

Figures 4 and 5 depict changes in respondents' ratings of themselves as student supervisors in three domains: effectiveness, motivation and confidence. Three respondents (50%) shifted from "fair" to "good" for the effectiveness and motivation domains. Two respondents (33%) shifted the same way for confidence. Table 1 represents these changes as average ratings pre and post trial. Whilst changes are in a positive direction, these small changes are unlikely to be significant. Table 2 lists the range of areas of student supervision that were identified by respondents as improving.

Figure 4: Rating of self as a student supervisor before the peer group mentoring trial
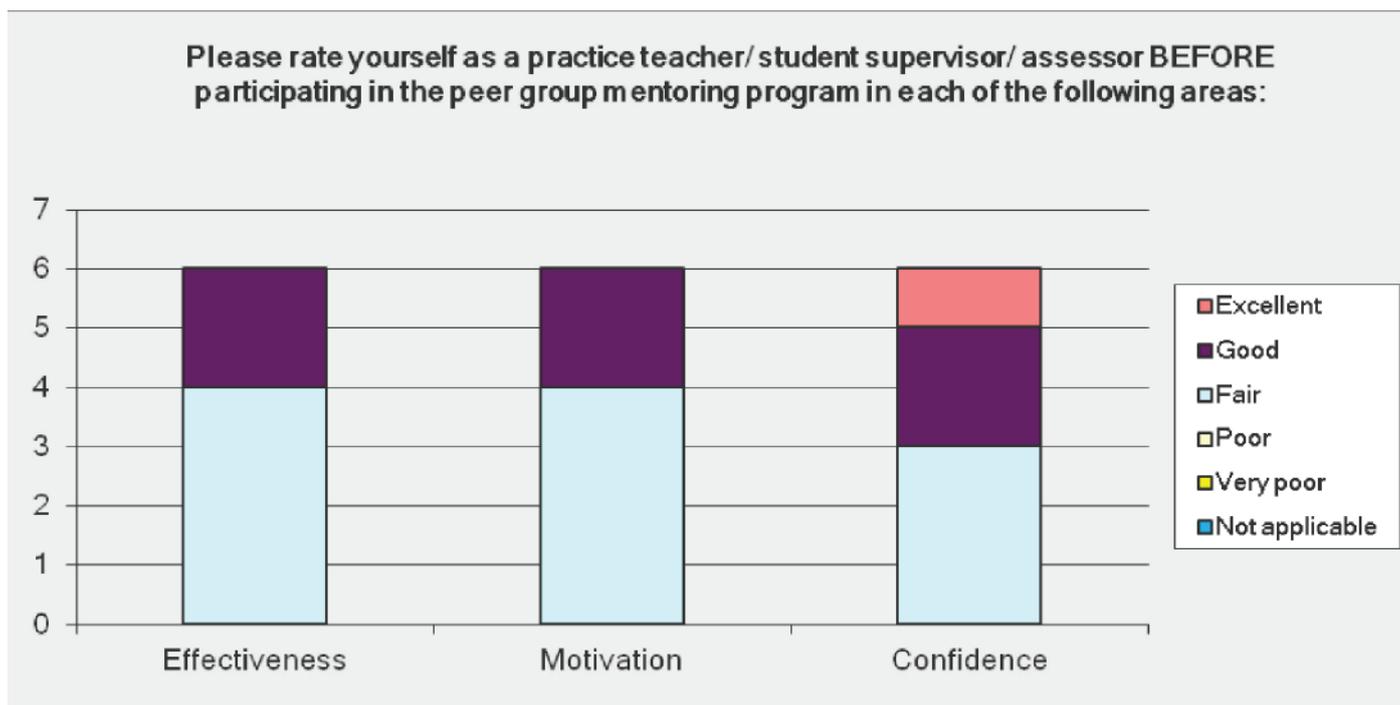
Please rate yourself as a practice teacher/student supervisor/assessor BEFORE participating in the peer group mentoring program in each of the following areas:

Figure 5: Rating of self as a student supervisor after the peer group mentoring trial

Please rate yourself as a practice teacher/student supervisor/assessor AFTER participating in the peer group mentoring program in each of the following areas:
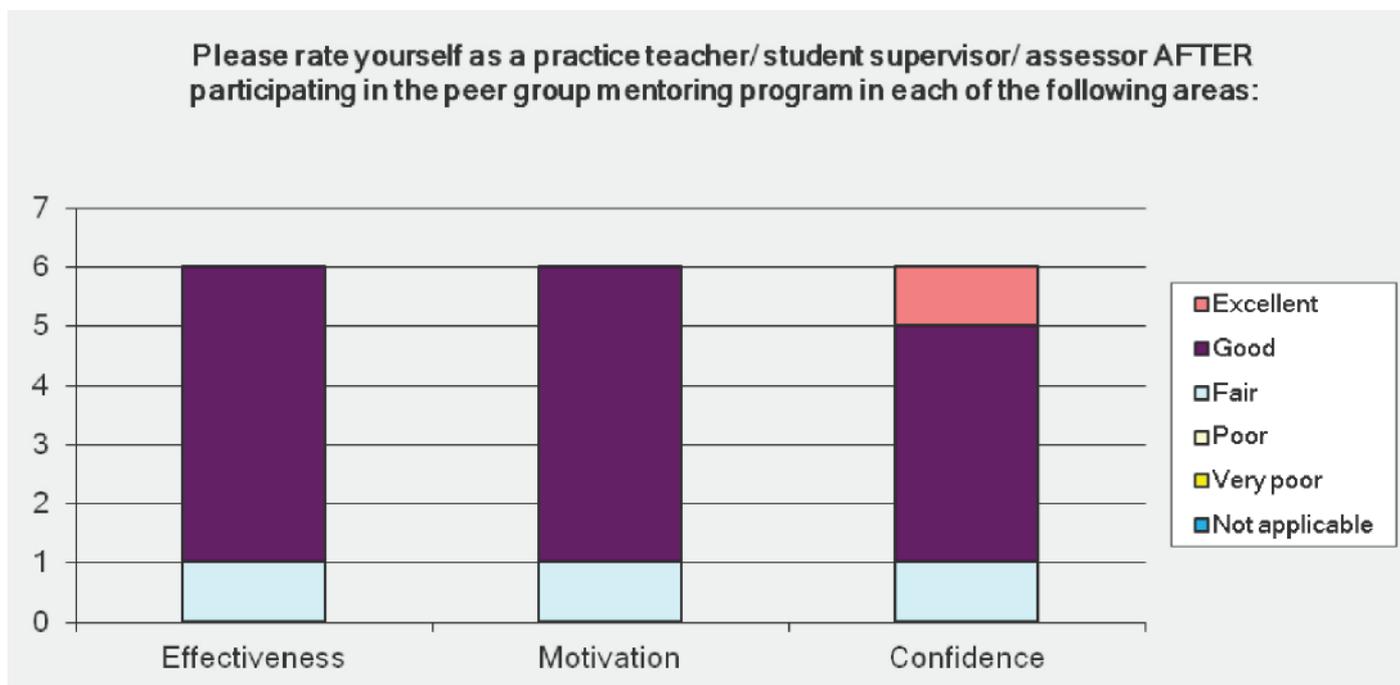
Table 1: Participants average ratings of their effectiveness, motivation and confidence as a student supervisor before and after the workshop.

	Before	After
Effectiveness	3.3	3.8
Motivation	3.3	3.8
Confidence	3.7	4

Table 2: Areas where student supervision practice has improved

Area	Number of respondents
Understanding others' perspectives/ points of view	4
Dealing with challenging students	3
Assessing students	2
Providing effective feedback	2
Supporting students in difficulty	2
Supporting other student supervisors	2
Interpersonal effectiveness	2
Confidence in supervisor role	2
Listening skills	1
Problem solving	1
Stress management	1
Understanding and managing expectations of self, other staff and students	1

Perceived impact of trial on co-mentoring practice

All participants listed giving feedback as an area of co- mentoring that had improved. This was closely followed by listening skills and receiving feedback. Table 3 lists areas of co-mentoring identified as improving.
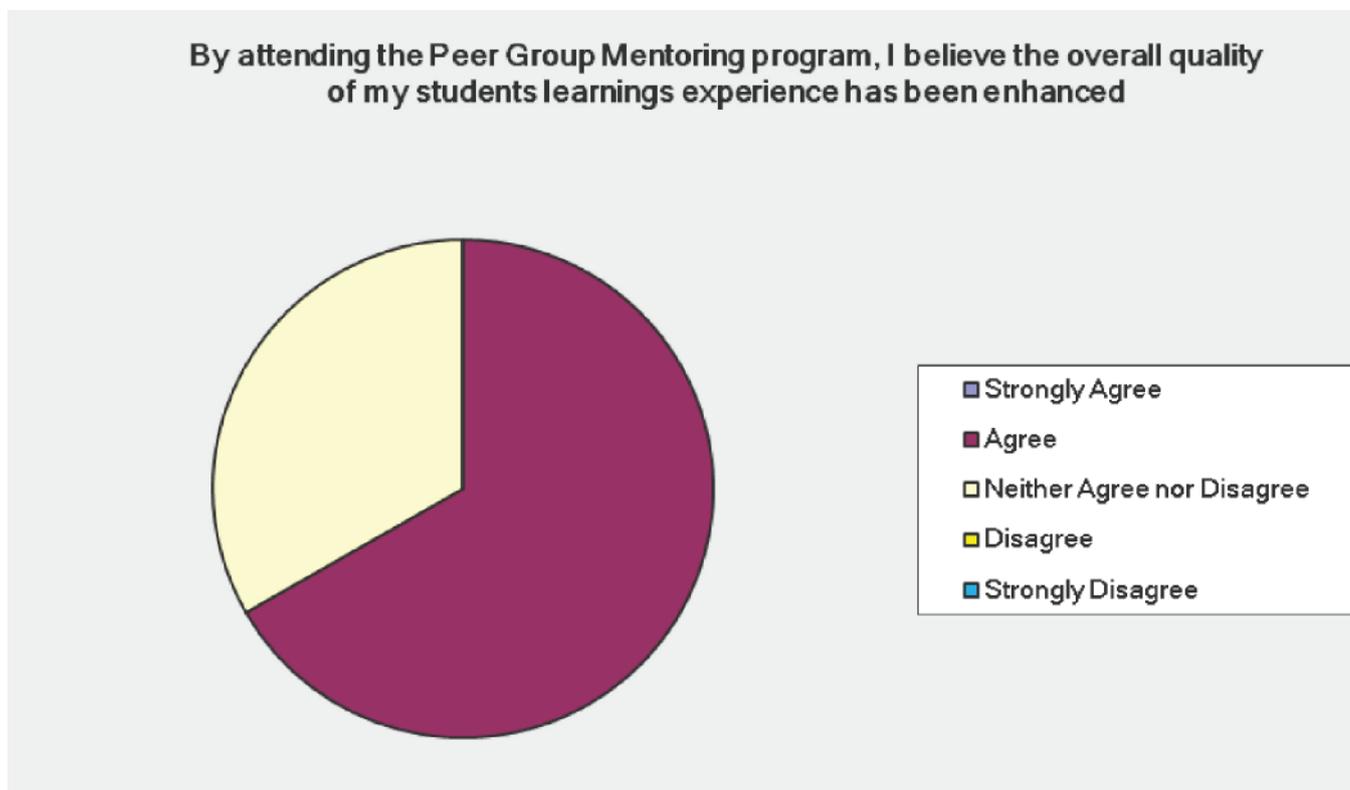
Table 3: Areas where co-mentoring practice has improved

Area	Number of respondents
Giving feedback	6
Listening skills	5
Receiving feedback	5
Interpersonal effectiveness	2
Expanding my network	2
Confidence in co-mentor role	2
Understanding others' perspectives/ points of view	2
Supporting other student supervisors	2
Leadership skills	1
Problem solving	1

Perceived impact of trial on student learning

Two thirds of the respondents agreed that participating in the trial had improved the overall quality of their students' learning experience. The other respondents (2) neither agreed nor disagreed with the statement (Figure 6).

Figure 6: Perceived impact of trial on student learning
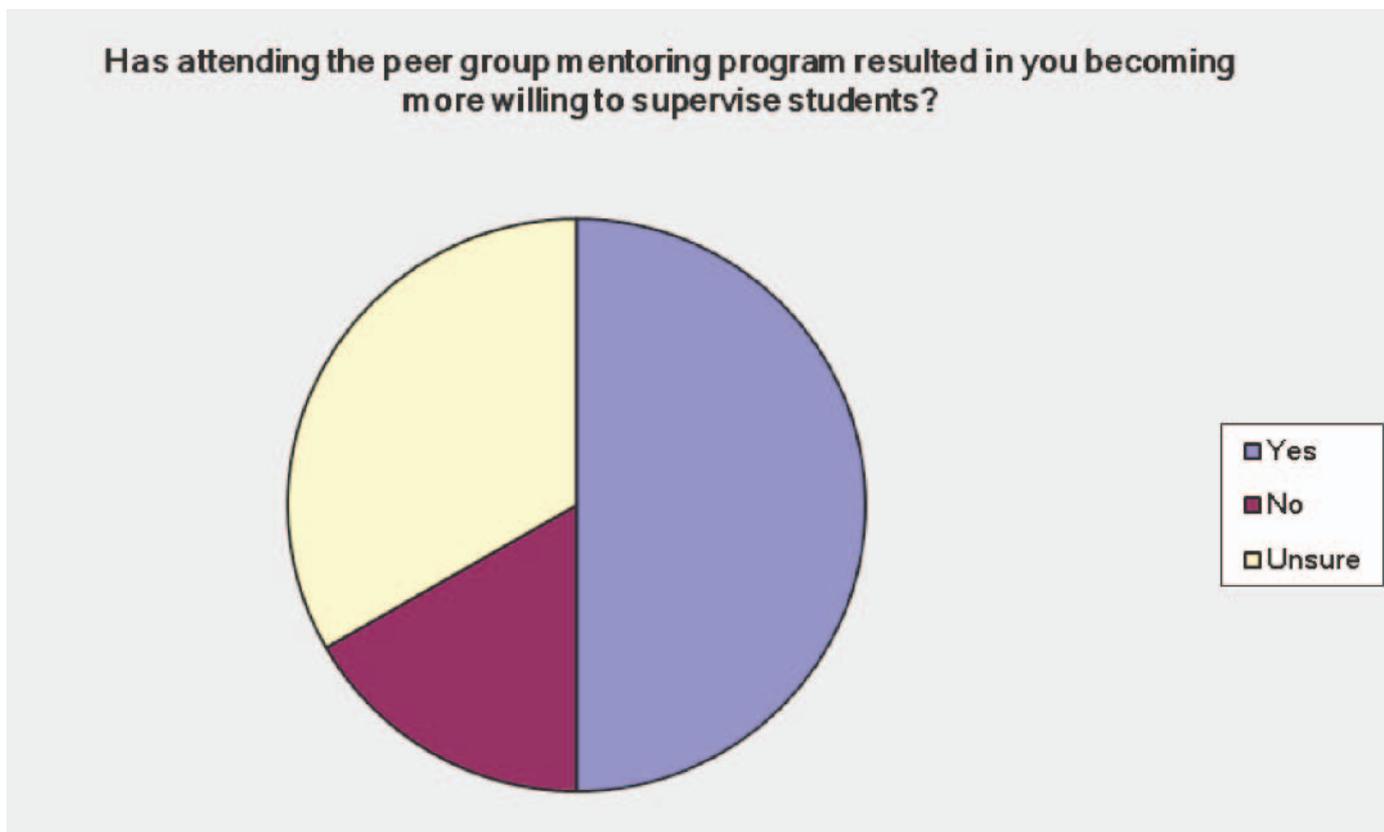

By attending the Peer Group Mentoring program, I believe the overall quality of my students learnings experience has been enhanced

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Willingness to supervise students

Fifty percent of respondents (3) indicated they were more willing to take students as a result of participating in the peer group mentoring program (Figure 7). Two respondents were unsure; one respondent indicated they weren't more willing (this could mean they were just as willing as previously).

Figure 7: Willingness to supervise students

Has attending the peer group mentoring program resulted in you becoming more willing to supervise students?

Yes
No
Unsure

Willingness to start a peer group mentoring program in own workplace

Two thirds of participants (4) indicated their keenness to participate in a similar peer group mentoring program in the future (2 respondents neither agreed nor disagreed with the statement).

Focussed discussion

Three participants took part in the focussed discussion at end of the trial (work commitments prevented the other four participants from attending the last session).

Three themes emerged from the discussions:

- The added value of the mixed discipline composition of the peer mentoring groups
- Impact on supervision practice
- Applicability broader than student supervision

Theme 1: The added value of the mixed discipline composition of the peer mentoring groups

A strong theme to emerge from the focussed discussion was the added value of having the peer mentoring groups comprised of mixed disciplines. This had benefits for i. interprofessional learning; ii. reflective practice; and iii. the supportive nature of the peer mentoring process.

Interprofessional learning

Participants spoke of gaining greater understanding of other professions' roles and responsibilities as a result of having mixed disciplines present. By learning more about the daily practices of each others' work role generally and more specifically about their supervisor roles and responsibilities, participants developed greater respect and empathy towards each other. For example, they were better able to appreciate the pressures some staff were under to juggle delivery of clinical, teaching and managerial services. Through these discussions, participants received affirmation that their work was valuable. Moreover, this held added weight as it came from someone outside their own profession.

Participants learnt more about, not only the different approaches to supervision across disciplines, but also the issues all disciplines have in common. For example, through hearing about allied health approaches to student supervisor preparation, nursing participants recognised the need to incorporate a more structured systematic approach to skill development of their staff.

By sharing experiences, participants learnt from other disciplines about new ways of approaching student supervision issues. The different discipline perspective was thought to provide additional insights and actions that one's own discipline would not have considered – the idea of a "fresh set of eyes".

Participants reported on changes they had incorporated into their own practice based on what they had learnt from others in the mentoring sessions. For example, one participant realised the need to delegate and share student supervision responsibilities with other staff members. This became apparent whilst working through another group member's supervision issue.

Reflective practice

Participants perceived the reflective process to be enhanced as a result of the mixed discipline groups. When introducing an issue for discussion, participants spoke of having to clearly articulate and explain the issue. Presenters were more aware of not using discipline jargon and taking for granted their discipline knowledge. Skills in communicating were enhanced. Having an "outside perspective" helped to better focus the questions being asked resulting in deeper reflection.

Supportive nature of mentoring process

Participants perceived the mixed discipline composition of the peer mentoring groups to have offered more meaningful support than if the groups had been discipline specific. With one's own discipline, the response to workplace issues in the past had, at times been less empathic, with issues "pushed to the side". Whereas, participants experienced genuine empathy when discussing their supervision concerns within their mixed disciplines peer mentoring groups.

Participants talked about feeling comfortable to share their supervision experiences with other disciplines – even more so than with their own discipline. Participants attributed this to the outside disciplines being less judgemental. Participants were therefore more honest and open with each other, viewing the mentoring as a learning exercise. However, for one participant, there was a slight sense of representing one's own profession, hence the need to "put on a good performance". Whilst not a strong view, it none-the-less raises a potential discussion point when orientating participants to peer group mentoring.

The supportive nature of the peer mentoring groups enabled participants to talk through issues that they were unsure how to manage. Through this process participants gained confidence and for some, a realisation that they actually knew more about how to approach the situation than they had previously realised. Talking through the approach also gave participants the opportunity to rehearse what they might say to the student. Validation from peers further developed confidence in one's ability.

## Theme 2: Impact on supervision practice

Participants identified a number of examples of how discussions within the peer mentoring groups had resulted in new insights regarding their own supervision practice. For one participant, talking through an issue resulted in the realisation that it is fair and reasonable to assess students under clinically stressful and challenging situations and that, at times, you as an educator may not feel in control of the clinical situation. The mentoring process enabled the participant to normalise this situation rather than feeling guilty about it. For another participant, the peer group mentoring program enabled greater clarity around her role as a student supervisor.

Participants were able to identify actions that directly resulted from mentoring discussions. For example, discussions around breadth of responsibility as an educator resulted in escalating an issue to someone higher in the organisation; having discussions with the university provider of students; outlining placement expectations with the students at the beginning of placement; and involving other staff more , thus increasing their sense of responsibility for students on placement (e.g. delegating more). Discussions around challenging supervision issues resulted in plans to orientate students to the placement in a more structured manner and to raise professional conduct issues with students at the time rather than delaying this.

Theme 3: Applicability broader than student supervision

Participants spoke of being able to use the resources from the peer group mentoring trial and the skills they developed to other workplace situations, apart from student supervision. For example, participants believed the concept of mentoring could be used to support fellow colleagues. Aspects of the reflective practice model had already been used with other staff and students to encourage their reflective practice and problem solving skills. In effect participants were beginning to coach others in aspects of the mentoring process.

For one participant, there was a realisation of the importance of talking through issues more generally. This opportunity was not always readily available within the workplace.

A Peer Group Mentoring Framework for the Development of Student Supervisors
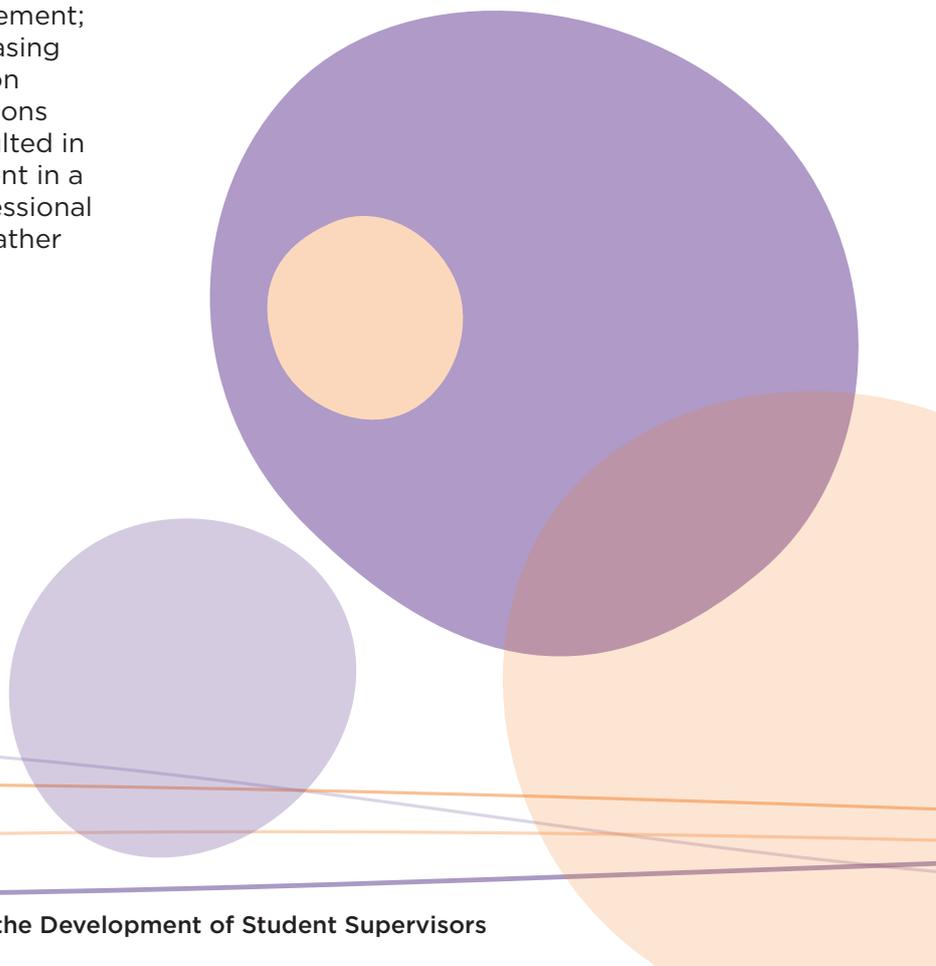
Discussion

The findings from this evaluation of a peer group mentoring trial indicate strong endorsement by participants of the concept of peer group mentoring. Furthermore, the trial highlights a current gap in support for student supervisors and suggests that the Peer Group Mentoring Framework, if adopted by organisations, would fill this gap. Findings from the focussed discussion highlight the applicability of skills gained to other aspects of practice.

Participants particularly valued the small group mentoring sessions where they had the opportunity to experience the mentoring process and interact with their co-mentors. This is consistent with literature findings that suggest peer mentoring as a valid alternative to the traditional one-to-one mentoring (see Framework literature review for details).

Interprofessional learning was clearly evident from the trial. We suggest implementing a cross disciplinary peer group mentoring framework is an ideal means for developing greater understanding between disciplines; fostering an interprofessional learning culture more generally in workplaces; and ultimately improving interprofessional practice. Bringing together participants from different sectors (in this case, non-government community managed organisations and health sectors) further enhances the interprofessional benefits.

This trial suggests that peer group mentoring is a viable option for increasing both the capacity and quality of student supervision. Participants identified a number of areas where their supervision skills had been improved and where they were able to implement some of the strategies discussed within the peer group mentoring sessions, resulting in a perceived improved learning experience for the student – and supervisor. Participants indicated their willingness to take more students as a result of participating in the trial.

The positive findings around quality of student supervision were impressive, given the short timeframe of this trial. Also impressive were the types of changes participants had implemented or intended to implement. We anticipate that these would continue to develop with a longer program. However, it must be recognised that the groups were at an early stage of group development for this trial. The robustness and sustainability of the model should be tested over a longer timeframe when the group development process can be fully realised.

Whilst participant numbers for this trial were small, this evaluation has highlighted areas where the Framework could be improved to make its implementation more worthwhile to participants. Most of these suggestions have been incorporated into the final Framework, for example running the first two large group sessions over one day.

In conclusion, this trial supports the literature that peer group mentoring is a viable means by which to develop the knowledge and skills of our student supervisors. Implementation of the Peer Group Mentoring Framework within organisations will assist in filling the current gap in this area of support for student supervisors.

Recommendations

1. Seek organisational support to run a longer pilot of the Peer Group Mentoring Framework (e.g. 1 year) within the public health and community managed sectors;

2. Implement a train-the-trainer program for peer mentoring group leaders;

3. Seek funding to develop and implement a research plan to rigorously evaluate the impact of the Framework on participants as well as students they supervise;

4. Disseminate findings of the trial nationally and internationally– e.g. in an appropriate peer reviewed journal.

Appendix

Evaluation methodology

Pre program evaluation (online survey) to all participants

1. What is your gender?

   Male;   female

2. What is your age?

   <30;   30-39;   40-49;   50-59;   60+

3. How long have you been supervising students?

   Less than 6 months; 6 months to 1 year; 1-2 years; 2-5 years; 5-10 years; over 10 years

4. What are your hopes and expectations with participating in this peer group mentoring program?

   Open space for answer

5. What are your concerns, if any with participating in this peer group mentoring program?

   Open space for answer

6. What issues or topics would you particularly like covered in the peer group mentoring program.

   Open space for answer

Post program evaluation (online survey) to all participants

1. What is your gender?

   Male;   female

2. What is your age?

   <30;   30-39;   40-49;   50-59;   60+

3. How long have you been supervising students?

   Less than 6 months; 6 months to 1 year; 1-2 years; 2-5 years; 5-10 years; over 10 years

4. This peer group mentoring experience was a positive learning experience

   5 point Likert scale

5. What factors, if any contributed to the positive learning experience of the peer group mentoring program (choose as many as you like):

   Relevance of topics

   Safe learning environment

   Large group sessions

   Small group co-mentoring sessions

   Keeping discussion on target

   Interactions with co-mentors

   It was not a positive learning experience

   Other: Open space for answer

6. My experience in this peer group mentoring program had some negative aspects (e.g. feeling threatened, uncomfortable, time-consuming)

   5 point Likert scale

7. What factors, if any inhibited the learning experience of the peer group mentoring program (choose as many as you like):

   Irrelevant topics

   Large group sessions

   Small group co-mentoring sessions

   Wandering off topic

   Interactions with co-mentors

   Group dynamics

   Lack of organisational support to attend

   Other work priorities

   Time of day held

   Length of large group sessions too long

   Length of large group sessions – too short

   Venue location distance from workplace

   Nil, it was a positive learning experience

   Other; Open space for answer

8. Please rate the usefulness of the following as a resource for your learning:

The external facilitators   Excellent / good/ fair/ poor/ very poor/ not applicable

Fellow group co-mentors   Excellent / good/ fair/ poor/ very poor/ not applicable

Self reflection   Excellent / good/ fair/ poor/ very poor/ not applicable

9. The issues and topics discussed were relevant to my practice as a student supervisor:

5 point Likert scale

10. Which issues discussed or topics were most useful?

Open space for answer

11. Please rate yourself as a practice teacher/ student supervisor/ assessor BEFORE participating in the peer group mentoring program in each of the following areas:

Effectiveness   Excellent / good/ fair/ poor/ very poor/ not applicable

Motivation   Excellent / good/ fair/ poor/ very poor/ not applicable

Confidence   Excellent / good/ fair/ poor/ very poor/ not applicable

12. Please rate yourself as a practice teacher/ student supervisor/ assessor AFTER participating in the peer group mentoring program in each of the following areas:

Effectiveness   Excellent / good/ fair/ poor/ very poor/ not applicable

Motivation   Excellent / good/ fair/ poor/ very poor/ not applicable

Confidence   Excellent / good/ fair/ poor/ very poor/ not applicable

13. Estimate the percentage your overall effectiveness in student supervision has improved due to the peer group mentoring program:

0%

5%

10%

15%

20%

25%

30%

35% or more

14. What, if any areas of your supervisor practice have improved (choose as many as you like):

Interpersonal effectiveness

Confidence in supervisor role

Problem solving

Stress management

Time management

Supervisor skills in dealing with challenging situations

Supervisor skills in assessing students

Supporting students in difficulty

Providing effective feedback to students

Making better decisions as a student supervisor

Listening skills

Understanding others' perspectives/ points of view

Supporting other student supervisors

Other; Open space for answer

15. What, if any areas of your co-mentoring practice have improved (choose as many as you like):

    Interpersonal effectiveness

    Expanding my network

    Leadership skills

    Confidence in co-mentor role

    Problem solving

    Stress management

    Listening skills

    Giving feedback

    Receiving feedback

    Understanding others' perspectives/ points of view

    Supporting other student supervisors

    Other: Open space for answer

16. Has attending the peer group mentoring program resulted in you becoming more willing to supervise students?

    Yes/ No/Unsure

17. By attending the peer group mentoring program, I believe the overall quality of my student's learning experience has been enhanced:

    5 point Likert scale

18. I am interested to start a peer group mentoring process in my workplace

    5 point Likert scale

19. I would recommend peer group mentoring to other student supervisors.

    5 Point Likert scale

20. Can we contact you in 6 months time to review your progress in making these changes?

    Yes /No

    If yes, please provide your email address (where/ how?). Note: this email will not be linked to answers provided in this questionnaire (re-word).

21. What suggestions would you like to make for future peer group mentoring programs?

    Open space for answer

Post program focused discussion with participants

(**Prompts 1-3 Reference:** Lord, J. A., Mourtzanos, E., McLaren, K., Murray, S. B., Kimmel, R. J., & Cowley, D. S. (2012). A peer mentoring group for junior clinician educators: Four years' experience. Academic Medicine, 87(3), 378-383.)

1. Describe the degree to which you perceive the peer mentoring group contributing to your personal growth and professional development that otherwise wouldn't have occurred without the peer mentoring group. Describe some of those added outcomes.

2. Describe the successful characteristics and functions of the peer mentoring group. How did the peer mentoring group meet and exceed its original goals?

3. Describe the drawbacks and barriers to success of the peer mentoring group. How did the peer mentoring group fail to meet its original goals?

4. What changes, if any, have you already made to your practice as a student supervisor as a result of participating in the peer group mentoring program?

5. What further changes, if any do you plan to make in your practice as a student supervisor?

6. If you were going to continue to meet, how would the program need to change to help you achieve your goals?

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