



An Exploratory Study on the Relationship between Mentorship and Pharmacy Student Success

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INTRODUCTION

- Research has shown that mentorship plays a vital role in personal and professional development and career satisfaction.¹
- Mentoring is defined as a “nurturing process, in which a skilled or professional, serves as a role model and counsels, and an individual who is less experienced for the purpose of promoting professional and personal development”.²
- Although literature has discovered the significance of mentorship, the perceived value of mentorship programs have not been studied among student pharmacists.
- In 2015, the College of Pharmacy at Howard University started a mentorship program in which each student is assigned a faculty mentor.
- The goal of this study is to evaluate the effectiveness of mentorship on student success during and after pharmacy school.

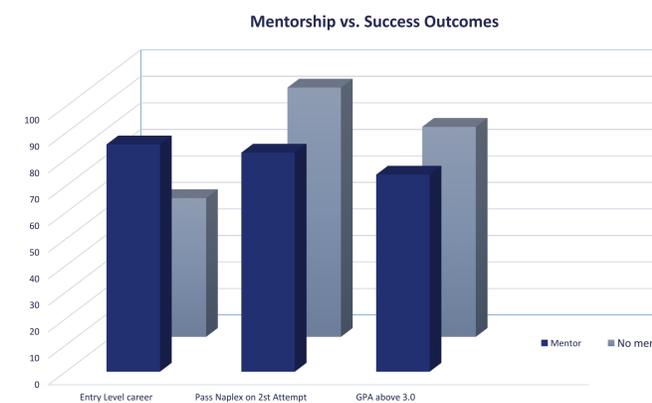
METHODS

- Graduates from 2013-2019 were invited to complete a 20-item survey from April 2019 – July 2019.
- Within the survey, the definition for “mentor” was defined as the person who provided the participant advice, information, and encouragement towards developing them into a successful professional.
- Descriptive statistics and chi-square analysis were used to describe and compare response rates between graduates with a mentor and graduates without.

RESULTS

Baseline Characteristics			
	n (%)		n(%)
<u>Age</u>		<u>Ethnicity</u>	
18-33	39 (62.9)	Black	47(67.1)
34-40	14(22.6)	Asian	6(8.6)
>40	4(6)	Other	5(7)
<u>Gender</u>		<u>GPA</u>	
Female	35(56.5)	Above 3.0	47(67.1)
Male	24(38.7)	Below 3.0	14(20)
<u>Mentor in Pharmacy School</u>		<u>Passed NAPLEX on First Try</u>	
Yes	31(50)	Yes	37(52.9)
No	31(50)	No	5(7.1)

Table 1: Patient Characteristics at baseline



Graph 1: Mentorship and its effect on Success. Success is defined as GPA above 3.0, Passing the NAPLEX on first attempt, and entry level satisfaction.

Participants with a mentor were more likely to be satisfied with their entry level career choice compared to those without a mentor (85.7% vs 52.2%, $p < 0.05$). Findings also showed that not having a mentor during pharmacy school did not seem to influence passing the NAPLEX on the first attempt. Of those who passed the NAPLEX on the first attempt, 94% did not have a mentor compared to 82.6% who did have a mentor ($p > 0.05$). Participants without a mentor were more likely to have a GPA greater than 3.0 (79.2% vs 74.3%, $p > 0.05$).

CONCLUSION

The study showed mentorship has a significant impact on the primary outcome of satisfaction with entry level career, but had no impact on the primary outcomes of passing the NAPLEX on the first try and GPA. Future studies could look into the impact of formal mentorship programs versus informal mentorship programs and their impact on student success.

REFERENCES

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