

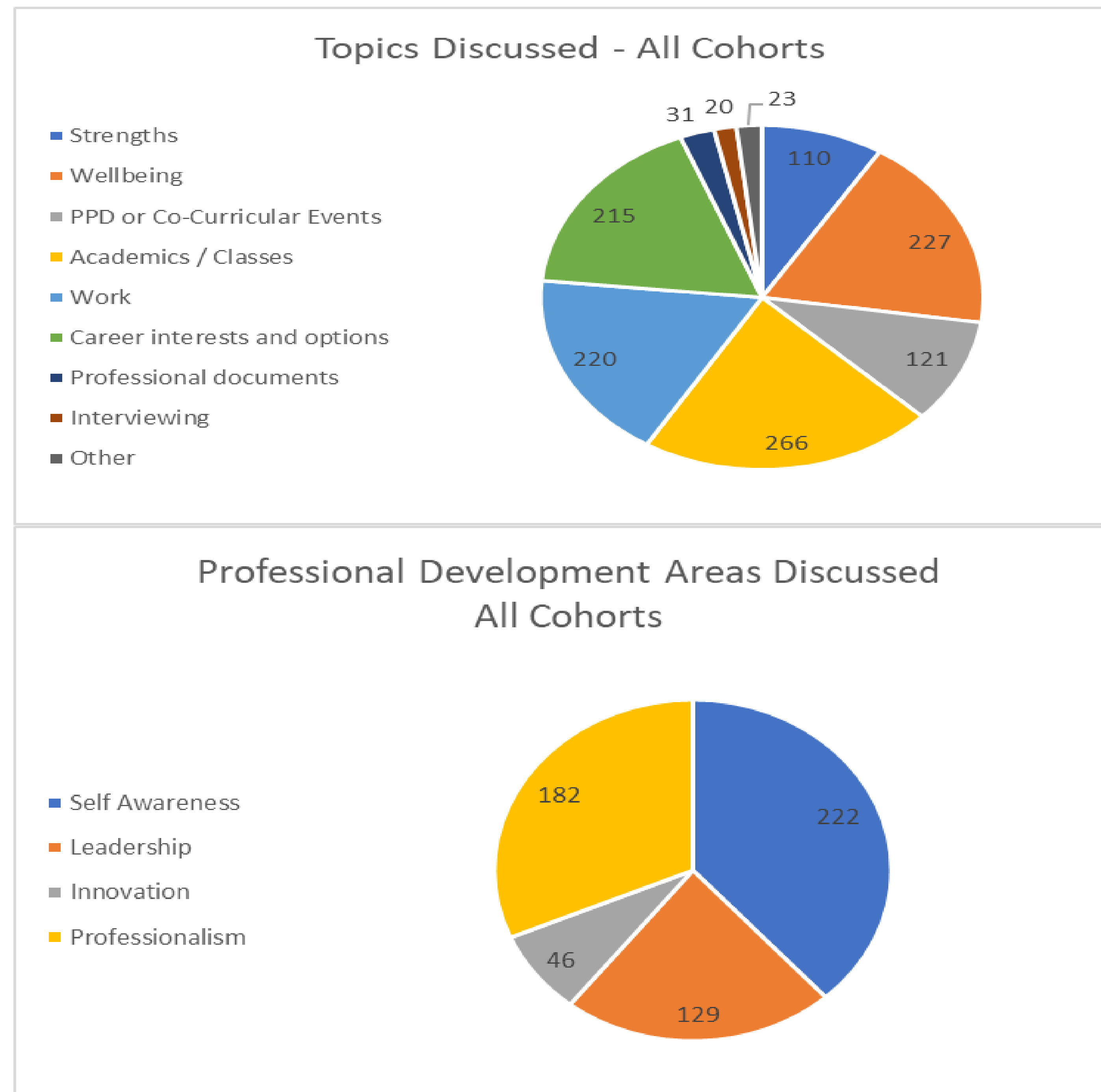
BACKGROUND

- Southern Illinois University School of Pharmacy has recognized the value of mentorship with a student-alumni/faculty mentor program starting with the graduating class of 2025.
- Established professional healthcare mentorship programs have addressed areas such as professional development, career interests, and general student wellness ¹⁻³.
- This study aims to understand how the entire student body is utilizing mentor sessions with alumni and faculty in a dyad model.

METHODS

- Students are required to meet with mentors once each semester starting in the spring of P1 year.
- After meeting with their mentor, students are required to complete a post-mentor meeting tool. During the 21-22 and 22-23 academic years, 279 of these tools were completed by 119 students and included in the analysis.
- Student data from the post-mentor meeting tool was converted to excel format and de-identified by staff at SIUE prior to analysis.
- Data from the post-mentor meeting tool was analyzed quantitatively for “select all that apply” questions using excel and qualitatively for “open response” questions using MAXQDA.

RESULTS



Qualitative Results: Most Common Topics From All Cohorts

Main Categories	Subcategories – Number of Responses
Life after graduation	o Career planning - 228
	o Residency planning - 99
	o CV & Resume - 74
Getting Involved	o Student organization/professional organizations – 108
Professional development skills	o Professional development - 113
	o Strategies for networking - 28
Academics / Coursework	o Academic goals - 71
	o Strategies for school - 187
	o Course selection - 41
	o Strategies for rotations - 109
General Wellness	o Work life balance - 29
	o Wellness - 89
Other	o Get to know mentor - 72
	o They understand me - 62

Quantitative Results (Select all that apply)

- Pie charts represent student responses to select all that apply questions for all cohorts (P1-P3)
- Students in their first year of pharmacy school discussed areas of academics/coursework, work, career interests, professional development, strengths and professionalism at greater rates than their peers who are further into the program
- Self-awareness was discussed at higher rates in both second and third-year students than first year students.

Qualitative Results – Most Common Topics Discussed

- Over 1,400 open responses were evaluated from the 279 tools completed by all cohorts. Responses were placed under six main categories with 33 subcategories. The most common themes are listed in the table seen to the left.
- No students discussed innovation in their qualitative responses. However, unexpectedly high responses were recorded for residency planning, student organization involvement, strategies for rotations, and getting to know your mentor.

CONCLUSION

- Future implications of this data include improving the student response tool, adequately pairing students with mentors with similar interests or experiences and providing additional resources to better serve both mentors and mentees at SIUE.

REFERENCES

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