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# Duphat Conference Presentation: A Systematic Review on the Impact of Mentorship in Pharmacist Training and Education Presentations.

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## "Mentor's Guidance to Enhance the Quality of Pharmacy Education": A Systematic Review



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## Outline

Introduction and Objectives

Methods

Results and Discussion

Conclusion and Real Example

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## Gallup Strengthfinder

### Why Focus on Strengths?

PEOPLE WHO FOCUS ON USING THEIR STRENGTHS ...  
are **three TIMES** as likely to report having an excellent quality of life  
are **six TIMES** as likely to be engaged in their jobs



Dr. Donald Clifton

All Rights Reserved, 2015.

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## "Mentor's Guidance to Enhance the Quality of Pharmacy Education": A Systematic Review

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A Systematic Review of Observational Studies

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## Introduction

- Pharmacy training and education is continuously developing. Mentorship is defined by Institute of Medicine (IOM) as an advisor, career advisor, skills consultant, and role model.



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## Introduction

- Ideally, mentors provide support, challenge, and vision to their mentees. The process of mentoring is as much about learning as it is about educating and sharing knowledge.



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### Introduction

- Mentorship was one of recommendations by the American Association of Colleges of Pharmacy (AACP) and Accreditation Council for Pharmaceutical Education (ACPE).



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### Introduction

- The main objective is to study the role and outcomes associated with application of mentorship in pharmacy training and education.



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### Methods

- A systematic search of PubMed electronic database was conducted from 2000–2017, with keywords (Mentor OR mentorship) AND (Pharmacy education OR pharmacy practice OR pharmacy training).

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### Methods

- Studies were screened by **two independent reviewers** for eligibility and data were extracted. This systematic Review focus on the studying outcomes associated with application of mentorship programs in different pharmacy educational settings.

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### Methods

- **Inclusion Criteria:**
  - 1 Pharmacy Education.
  - 2Mentorship, Mentors, and Mentees.
  - 3- Pharmacists.
  - 4Post Graduate Pharmacy Education.

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### Results

- Our search retrieved 180 unique citations. 8 cross-sectional studies with total of 662 pharmacy graduates were included. In terms of gender, there were 315 (47.58%) males.
- **From included participants**, there were 36 (5.4%) Masters, 58 (8.75%) PharmD, 22 (3.3%) Baccalaureate, 60 (10%) Assistant Professor, and 20 (3%) PhD.

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## Results

- Included studies reported that mentoring programs were effective, students **showed significant progress** in both academic and clinical field.

# RESULTS!

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## Results

Study ID	Study Design	Study Period	Country	Sample Size	Main Outcome	Design Category	Year in the program	Methods	Outcome
Bellini, 2014	Cross-sectional	N/A	USA	51	48 (94%) mentored professors	Research	4 years	The voluntary program was implemented after grant submission, extensive training, and mentors were matched and mentored as a formal mentorship orientation. Evaluation consisted of conducting annual surveys and focus groups with mentors and protégés.	no significant improvements in the protégés number of grant submissions, research output, or success in and out of the program. A formal mentorship orientation. Evaluation program was successful as measured by self-reported assessments of mentors and protégés with mentors and protégés.
Bentley, 2012	Cross-sectional	1 year	USA	21	9 Mentors (42.9%) 14 Protégés (67.1%) \$89,796	Research	4 years	Students completed a pre- and post- assessment of their perceptions about their roles as mentors and their confidence in mentoring.	A graduate student mentoring program may help improve students' perceptions of research and graduate student confidence in mentoring.
Choi, 2011	Analytical Study	1 year	USA	20	20 (100%) Professor (65%) Associate Professor (15%) Assistant Professor (10%) Other (5%)	Research	3 year	Analysis of 131 Recommendation letters in support of the top 10 nominees in 2008.	How practice faculty and public academic leaders can best train and evaluate mentors.

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## Results

Abdell, 2006	Cross-sectional (Pretest-Enseign)	N/A	USA	48	N/A	Research	N/A	A focus group (led by the associate director of the Web pathway) worked on defining the role of the individuals who were to be hired and mentored.	The educational mentor program has become an integral component of the Web pathway and has enhanced the interaction of students with the content and mentor.
Morgan, 2013	Cross-sectional	4 Weeks	USA	61	N/A	Research	N/A	The AACP Pharmacy Practice Section Faculty Development Committee created the 13-item survey instrument, which was sent electronically to 129 faculty members identified as department chairs or division heads of pharmacy practice departments at US colleges or schools of pharmacy. Data were collected in Spring 2011.	Mentoring programs led to increased productivity and job satisfaction for both junior and senior academicians.
Dubin, 2007	Cross-sectional	N/A	Australia	50	31 (79%)	Research	1 Year	The educational process was formatively evaluated with a pre-test based 40-item questionnaire, using a 5-point Likert scale.	The outcomes of the project have been highly successful as all 50 mentees for program tracked.

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**Results**

George 2017	Cross-sectional	N/A	UK	330	396 (101/295)	N/A	N/A	Using information gathered from 2 focus groups with supplementary prescribers/pharmacists (n= 5 and 7) and one-to-one telephone interviews with GPs (n= 13), conducted by the research team	Mentoring programs provided an opportunity for professional development and team working for many pharmacists and GPs.
Wilbur 2015	Cross-sectional	N/A	Qatar	66	43 (65/226)	Baccalaureate	3 years	The final questionnaire was ultimately comprised of 83 items (2 items added in years subsequent to 2013 incorporating respondent demographics, as well as broad domains assessing perceived quality and quantity of faculty support during site visits and subject preferences for and satisfaction with faculty-faculty participation in knowledge activities.	Mentoring programs provided a valuable opportunity to interact and support preceptors and students during advanced pharmacy internships in a resource-poor setting.

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**Conclusion**

- This study demonstrated that mentoring programs are effective, promising, and can be used as an adjunct to enhance student confidence, scientific, and professional efficiency.
- Outcomes of mentorship can be either on **organizational level, on mentees' level, and on mentor's level.**

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**Conclusion**

- Thus, applying mentorship in pharmacy educational programs such as pharmacotherapy education will be expected to have significant results. Moreover, we recommend further follow-up and research for the effectiveness of mentoring programs in all medical fields.

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**FADIC**  

## FADIC Real Practical Mentorship Example



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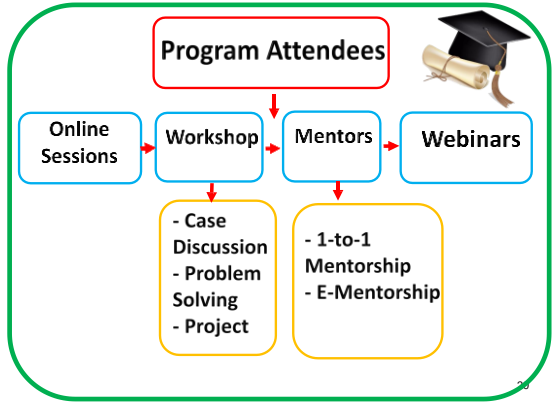
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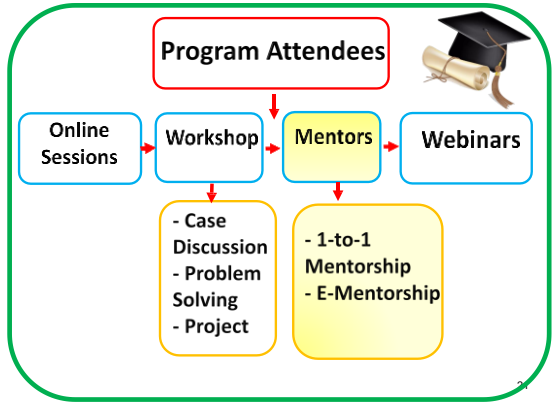
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### Outcome

- Increased productivity and job satisfaction for both mentees and mentors.
- Valuable opportunity to interact and support mentees.
- Grow and foster a lifelong learning relationship, and Participate in reflection.



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# Thank You



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