

Abstract 4

Title of Abstract: Longitudinal development of resident mentorship skills using student presentations

Problem/Needs Assessment:

A goal of the pharmacy residency program is to provide more opportunities for residents to develop and enhance their mentorship skills. Most notably, residents have expressed interest in cultivating these skills through interactions with students.

Program Objectives:

To facilitate development of resident leadership and mentorship through a longitudinal student and resident seminar series.

Description of Program:

The student and resident seminar series is a longitudinal program that provides the opportunity for learners to develop and deliver formal presentations. Each learner receives feedback on their respective presentation from clinical pharmacists and faculty present. In 2017, the program was structured to assign pharmacy residents as mentors to student presenters. A detailed timeline was provided to optimize shared time by student and resident schedules. Following a presentation, the student receives written feedback using a standardized form by the resident mentor and complementary verbal feedback. Faculty are present for feedback sessions between the resident and student. Following the mentor-mentee interaction, faculty provide feedback to the resident on the student feedback session and strategies to optimize delivery.

Evaluation/Assessment:

For the inaugural year, students and residents completed a standardized evaluation form, which had been modified from a previously validated form in the medical literature¹. Students were asked to assess resident mentorship performance and residents were asked to self-assess

performance. Responses to standardized evaluation forms used a Likert Scale, in which responses ranged from strongly disagree to strongly agree (1-5) and extremely uncomfortable to extremely comfortable (1-5). Residents expressed feeling somewhat comfortable in providing presentation mentorship to students. Matched responses by both student and resident questionnaires included the extent to which the resident mentor: clarified roles and expectations, created a good sense of communication, was accessible, focused on relevant issues, provided valuable feedback and direction, was knowledgeable, and was an effective mentor overall. No statistical differences were noted between the students and resident responses, with the exception of resident knowledge ($p=0.001$).

Conclusions and Lessons Learned:

A structured longitudinal mentorship program can provide residents exposure to repeated mentorship opportunities. Following this inaugural year, the timeliness of evaluations was adjusted to allow for more feedback opportunities.

Reference:

1. Orlander JD, Wipf JE, Lew RA. Development of a Tool to Assess the Team Leadership Skills of Medical Residents. Med Educ Online. 2006 Dec;11(1):4601. doi: 10.3402/meo.v11i.4601.