



Pharm.D. Student Mentoring Plan – Description

Purpose Statement: the purpose of the Pharm.D. Students Mentoring Plan is to provide individual professional year IV, (P4) students with the necessary professional guidance to help them develop the knowledge and acquire the tools to further their education, training, and career plans.

Rationale: the fundamental reason for developing a Pharm.D. Mentoring Plan is to assist students in their transition from School to post-graduate studies, training, and/or employment.

Goals: to guide P4 students in their choice of postgraduate education and/or career plan; enhance their professional and personal development; maintain a sustainable professional growth and satisfaction; and provide them with opportunities for networking and develop relationships with potential employers.

School of Pharmacy Values: students are one of the most important assets to School of Pharmacy, which prides itself in the quality of its students and graduates. Therefore, the School of Pharmacy values and supports the advising and mentoring of its students in order to facilitate their professional and personal growth and success.

Importance of Mentoring to Students: it will assist students in choosing the appropriate career path; guiding their professional and personal growth; seizing opportunities; overcoming the challenges of the transition from School to “real life”; addressing workplace matters and improving student’s positioning for employability; pursuing professional satisfaction, respect, and reward; coaching on a choice of a suitable career that provides work-life balance.

Choice of a Mentor: the mentor should be a faculty member from the School of Pharmacy who is selected by the student. Because mentoring typically extends from April to June next year, a faculty member may have an overlap of current P4 students and new students as mentees who have been accepted in the P4 year. One faculty member may mentor up to a maximum of three (3) new P4 students per academic year.

Pharm.D. Students, Faculty Mentors, and Mentoring Plan: the Pharm.D. Student Mentoring Plan is a required process to students who have been accepted into the P4 year. Each P4 student can have only one faculty mentor at the School of Pharmacy. Faculty members are expected to serve in their role as mentors and as positive role models for students (Appendix A). Mentorship will be documented and acknowledged in the Faculty Activity Reporting and Career Planning document under the professional service requirements. Any conflict between the faculty mentor and student should be reported to the respective Department Chair of the individual faculty member. The department Chair, after careful assessment of the situation, will decide on a mutual plan to resolve the conflict that may include but not limited to a reassignment of the student to another faculty mentor. The Pharm.D. Student Mentoring Plan is submitted to the Director of Experiential Education at the end of mentoring period.



Pharm.D. Student Mentoring Plan

Student Name: _____

Date: _____

Mentor Name, Title, and Contacts (Timeline for Mentor selection: April 15-May 15)

Short-Term Professional Goals:

Which of the following areas best describe your professional goals for up to the next 5 years? (Check all that apply)

- Postgraduate Year 1 (PGY1) Residency
- PGY2 Residency (specify PGY2 fields of interest): _____
- Fellowship (specify fields of interest): _____
- MS (specify fields of interest): _____
- PhD (specify fields of interest): _____
- MBA
- Other (specify): _____

Long-Term Career Goals:

Which of the following areas best describe your career goals, aspirations, and work fields for the next 5-10 years? (Check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Clinical Pharmacy Practice | <input type="checkbox"/> Clinical Faculty | <input type="checkbox"/> Tenured Faculty |
| <input type="checkbox"/> Hospital Pharmacy | <input type="checkbox"/> Community Pharmacy | <input type="checkbox"/> Pharmaceutical Industry |
| <input type="checkbox"/> Ambulatory Care | <input type="checkbox"/> Hospital Administration | <input type="checkbox"/> Promotion and Sales |
| <input type="checkbox"/> Other (specify): _____ | | |

Mentoring and Action Plan:

Areas of Mentoring	Action Plan/Steps (May/June)	Action Plan/Steps (January/February)

Notes:

- At least two meetings should occur during the academic year between mentor and mentee to discuss the mentoring plan at baseline (May/June) and between semesters (January/February). Other meetings can also be scheduled at different times on an as needed basis.
- A mentor should keep in mind the mentee’s best interests, guarded by a mutually respectful and trusting professional relationship.
- The individual Pharm.D. Student Mentoring Plan should take into consideration the student’s career goals, and professional and personal attributes. It should set realistic, obtainable, and sustainable goals and expectations.
- The individual Pharm.D. Student Mentoring Plan between faculty mentor and mentee is not part of students’ grading, performance assessment or evaluation, is not aimed in any way at providing students with assistance in completing their studies, and does not guarantee the outcomes of the action plan that is set thereof.

Additional/Final Comments (end of year):

Mentoring Start Date (day/month/year):
(Starts May/June)

Mentoring End Date (day/month/year):
(Ends with academic year)

Student Signature _____

Date: _____

Mentor Signature _____

Date: _____

Faculty: please submit this from upon completion of the mentoring period to the Director of Experiential Education

Individual Responsibilities and Timetable

Responsible Party	Action	Timeline/Deadline
Director of Experiential Education	Generates a list of available SOP full-time faculty members for mentoring Pharm.D. students for the upcoming academic year	By March 31
Director of Experiential Education/Assitant Dean for Student Affairs	Shares the list of names of available faculty with Assitant Dean for Student Affairs who will include the list of mentors in the Pharm.D. orientation package	Pharm.D. orientation session date
Pharm.D. students	Contact faculty member of choice for mentoring availability and ensure that a faculty has agreed to be their mentor*	April 15-May 15
Faculty	Faculty share the names of their mentees with the Director of Experiential Education	By May 20
Faculty	Faculty contact mentee and schedule a baseline meeting	May/June
Faculty	Faculty contact mentee and schedule a second meeting and as needed throught the academic year	January/February
Faculty	Faculty submit completed mentoring plan forms to the Director of Experiential Education	By July 5

*Students should contact directly the Director of Experiential Education if assisatnce is needed to secure a mentor.

RESOURCES ON STUDENTS MENTORING

National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (1997). Adviser, teacher, role model, friend: On being a mentor to students in science and engineering. Washington, DC: National Academy Press. http://www.nap.edu/openbook.php?record_id=5789&page=R1

The Regents of the University of Michigan. University of Michigan, Rackham Graduate School. How to mentor graduate Students: a guide for faculty 2011. <http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

Appendix A: Mentorship

Benefits of Mentorship

Being a mentor adds success to a person's career. Some of the reasons are:

- Mentees will likely become allies in the future as they advance in their careers and gain influence
- In the reciprocal relationship, the mentor may gain as much and maybe more than he/she gives the mentee
- It is satisfying to see mentees achieve their goals knowing that the mentor has contributed to their success
- It is rejuvenating for a mentor to think about the profession from another generation's perspective

Qualifications of an Effective Mentor

The following terms can be used to describe the qualifications, roles, and responsibilities of an effective mentor:

Advocate	Allows failure	Analytical	Approachable
Available	Coach	Confidential	Counselor
Encouraging	Experienced	Follows up	Goal oriented
Guide	Honest	Involved	Knowledgeable
Listener	Mature	Motivator	Open minded
Compassionate	Problem solver	Reflective	Shares failures
Shares network	Successful	Trusted	Visionary

Key Elements of Mentorship

A mentor should

- Have in mind the mentee's best interests, guarded by a mutually respectful and trusting relationship
- Accept mentees as unique individuals
- Unlock the mentee's potential to maximize his/her performance by building their awareness, responsibility, and self-esteem
- Realize that it takes time for the relationship to develop
- Be available and willing to meet one-on-one and keep in touch with the mentee
- Determine the mentee's current position, responsibilities, likes and dislikes, and accomplishments
- Resist making decisions for mentees, but rather suggest options, alternatives, and things to be considered
- Connect the mentee to professional networks
- Be an active listener
- Ask thought-provoking and insightful questions that stimulate the mentee to clarify his or her thinking Examples of questions may include: What is your definition of success? What is the most challenging part of your current position? If you could change something about your career, what would it be? What do you want your professional legacy to be? In what ways do you think you inhibit reaching your potential?
- Share personal philosophy and lessons learned and use examples to which the mentee can relate to help deal with current problems and situations
- Teach the mentee to be observant, learn from past experiences, and be self-reliant
- Help the mentee develop short- and long-term goals, and revisit these periodically
- Teach the mentee to use positive self-talk
- Suggest appropriate self-enhancing readings and programs to the mentee as needed
- Show the mentee how to keep up professionally

- Teach mentee how to take calculated risks (analyze risk:benefit ratio), move out of his/her comfort zone, and explore opportunities even outside the realm of pharmacy
- Encourage mentee to affirm his/her strengths and build confidence and self-esteem
- Assess mentee's reference groups to determine if negative or draining people are hindering his/her success
- Teach mentee how to polish any "rough edges"
- Provide constructive feedback in a direct, honest, and timely manner, and less advice (advice does not offer learning experience)
- Offer frequent reminders without overwhelming the mentee until suggestions are incorporated
- Recognize and reinforce by positive comments so the mentee feels challenged but not threatened
- Any successful pharmacist knows, no one becomes successful alone
- Coach mentee to develop a CV, interview, assess employment opportunities, relocate, enter and succeed in the workplace, work effectively with others, and maintain a work-life balance
- Being accountable and responsible (leadership) on shift or in practice

References

White SJ, Tryon JE. How to find and succeed as a mentor. *Am J Health Syst Pharm* 2007;64:1258-9.
White S. Mentoring: Mentoring for Recruitment and Retention. ASHP'S MANAGEMENT PEARLS.