

MENTOR CONNECTION PROGRAM

Arizona Pharmacy Association

[Empowering pharmacy professionals to provide optimal care]



Mentor Connection Program

Handbook

A guide for AzPA Mentor Connection Program Participants (i.e., mentors and mentees) and the AzPA Standing Committee charged with program oversight.



Dear AzPA Mentor,

I want to personally recognize you for volunteering to be a mentor in AzPA's Mentor Connection Program. Your dedication to the next generation of pharmacists is inspiring and appreciated.

AzPA's Mentor Connection Program is designed to promote personal and professional development of pharmacy students beyond curricular goals; provide direction, foster confidence, and instill values needed to develop professionally; create an engaging environment that instills renewed enthusiasm within the profession; and cultivate long-term relationships that evolve with time and are mutually beneficial.

Our profession is made stronger by volunteers like you willing to contribute their knowledge and expertise to pharmacy students.

Sincerely,

A handwritten signature in black ink that reads "Kelly Fine". The signature is written in a cursive, flowing style.

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History of Mentoring

men·tor / 'men,tôr/ An individual who transfers skills and knowledge to a lesser experienced individual for personal development.

Mentoring has existed since ancient Greek times. It was first mentioned in a book by French author, Francois Fenelon. The main character of the book entitled *Les Aventures de Telemaque* is Mentor. He is a trusted adviser encouraging and guiding his protégé, Telemaque, to gain knowledge and experience.

Through the years, the word mentor became synonymous with an experienced person who serves as a role model and advises, guides, and teaches his protégés or apprentices. Mentoring was noted as far back as 1904 in the United States, took hold in the 1970s, and is now a widely accepted tool for personal development and growth.

Mentoring is more than just answering occasional questions or providing help when someone needs it. Mentoring is an ongoing relationship that results in learning through communication, experimentation, challenging, and investigation. In business, mentoring has been utilized by some of the world's most successful corporations to develop talent and improve individual and organization performance.

Have you ever thought about participating as a mentor or mentee (protégé or apprentice)?

If you have not given it any thought, you should. There are many opportunities for mentoring in pharmacy. Skills learned and perfected by pharmacists may be useful to other professions, nursing, midlevel practitioners, and medical graduates. For mentees, the opportunity to learn from someone respected in their profession is invaluable.

Mentoring sounds like a lot of work. It is. But, mentoring can be very rewarding for both mentor and mentee (protégé, apprentice).

In pharmacy, the mentee or apprentice has the most to gain out of the mentoring relationship. They can learn how to face an uncertain and challenging healthcare environment. They can acquire skills and knowledge to help them navigate through the pharmacy profession and understand the many opportunities that the pharmacy profession has to offer. But mentors reap the benefits as well, developing leadership skills and professional networking, among others.



As a pharmacy mentor, keeping up to date on current pharmacy practice is essential. The relationship can also stimulate new learning. The mentor has the opportunity to learn from the mentee what is important at present in the profession for new graduates. The mentor may also experience a sense of accomplishment and pride, when the mentee is able to go out into practice and pass on the skills and knowledge that he or she has gained from the relationship. And, who knows, what other benefits may come your way.

Step up and take a chance and become a mentor. Give back to the profession that has been so beneficial to you. Help guide the future of the pharmacy profession.

Students take advantage of an opportunity to learn all that pharmacy has to offer. Who knows where it may lead.

History of AzPA Mentor Connection Program

This program was first piloted in the AzPA Health-System Academy (HSA) as a “grass roots” effort to implement the idea of such a program and guide programmatic revisions prior to expanding throughout all AzPA Academies. The pilot program took place from January – July 2012 and consisted of 10 mentor-mentee pairs; 5 mentees each from The University of Arizona College of Pharmacy and Midwestern University College of Pharmacy – Glendale.

The Expanded Pilot Program, which took place from October 2012 – July 2013, was managed by the AzPA Continuing Education Standing Committee and consisted of 14 mentors and 18 mentees from 3 Colleges of Pharmacy.

To provide consistent structure and leadership of this program, the management and maintenance of the AzPA MCP is now housed under the Mentor Connection Program Standing Committee. In order to expand and encompass all AzPA Academies and represent all areas of pharmacy practice in Arizona, the Mentor Connection Program Standing Committee includes representation from each AzPA Academy.

Since its inception, the AzPA MCP has enrolled over 200 participants and continues to provide the valuable resource of experience and mentorship with each new cycle. Additionally, the 2015-2016 cycle saw the first pairing of a Pharmacy Technician mentor with a mentee enrolled in a Pharmacy Technician Training program.

Mentor Connection Program Vision

The AzPA Mentor Connection Program (MCP) was designed with the vision of building relationships, furthering professional networks, and strengthening continuous professional development on behalf of both student pharmacists/technicians (mentees) and practicing pharmacists/technicians (mentors) in Arizona.



Mentoring is the bridge to the future

The scope of this program falls within the AzPA's mission and vision and helps to achieve several of the AzPA's strategic plan goals and objectives.

Mentor Connection Program Goals

- Promote personal and professional development of pharmacy students/technicians beyond curricular goals
- Provide direction, foster confidence, and instill values needed to develop professionally
- Create an engaging environment that instills renewed enthusiasm within the profession
- Cultivate long-term relationships that evolve with time and are mutually beneficial
- Promote professional meeting attendance to support professional development

Mentor Connection Program Successes

The Mentor-Connection Program: Perspectives from Both Sides

By Hillary Aphaisuwan, Pharm.D. candidate, Stacy Lee, Pharm.D. candidate, and Laura Tsu, Pharm.D.

The main goal of the Arizona Pharmacy Association (AzPA) Mentor Connection program is to promote the professional development of both members of the mentor-mentee relationship. Unlike more traditional mentorship programs in which the benefits are mostly one-sided, we have found that this relationship has numerous benefits for both sides. As a mentor, my role is to be an advisor that helps the mentee to develop their personal and professional pharmacy goals. In return, my mentees provide me with insight into the changing world of pharmacy education and help me maintain my passion for the pharmacy profession. Below are perspectives from each side of the mentor-mentee relationship.

Mentees: The AzPA mentorship program has been an extremely valuable experience and has exceeded my initial expectations. I thought that I would be seeing my mentor sporadically and exchanging emails only when I needed more insight regarding my professional and educational career. It has been comforting to know that I can go to my mentor for any advice or help that I may need. She has been a wonderful resource for helping me think about my future career path and the kind of pharmacist that I want to become. I did not expect to develop such a

relationship with my mentor where I felt comfortable discussing any sort of problem, be it professional or personal.

The most beneficial part of the mentor connection was the accessibility of my mentor. At first, I was concerned that since my mentor was a faculty member at my own school, I would not be able to ask for advice or discuss certain experiences that involved those at the school. However, my mentor assured me that confidentiality would be respected and that the AzPA Mentor Connection program is a separate entity from our faculty-student relationship. I also discovered that having a faculty member as my mentor gave me better insight into some of the issues I wanted to know more about. Because my mentor was so accessible, I also felt I could stop by her office any time I needed guidance. My mentor has become my greatest resource during my educational career and has helped me greatly in all aspects of my time here at Midwestern. I have received much insight into becoming a great residency candidate, maximizing my rotations, and succeeding at difficult classes.

Mentor: When I initially signed up for the Arizona Pharmacy Association's Mentor-Connection program as a mentor, my goal was to develop a close working relationship with a few pharmacy students in order to provide guidance and support for their professional pharmacy goals. I assumed that I would be teaching the mentees and giving them advice. However, my mentor-mentee experience has shown me that I benefit just as much from my mentees as they have from me.

Being a mentor allows me to give back to the pharmacy profession. It has been personally satisfying to watch the growth and development of my mentees as they face and overcome the challenges in their pharmacy curriculum, extracurricular activities, and personal life. My discussions with the mentees allow me to expand my viewpoints about pharmacy and help me to better understand the issues that pharmacy students face today. Advising my mentees has helped me to reinforce important lessons and has made me a better faculty member for other students. Ultimately, being involved in the Mentor Connection program helps me stay motivated and continue to be a life-long learner.

Purpose of MCP Standing Committee

To be viable and successful for years to come, the AzPA MCP needs ongoing leadership and management. The MCP Standing Committee was formed to provide such structure and will rely on the efforts of AzPA members to serve on this committee.

MCP Standing Committee Structure

Committee Leadership

This committee will be led by a Chair and each Chair will serve a three-year term (Chair-Elect, Chair, Past-Chair). Chairs will be appointed via an application process and confirmed by the AzPA Board President. On an annual basis (prior to the AzPA Annual Meeting) the CPE Standing Committee will make a recommendation to the AzPA President and CEO for the incumbent Chair-Elect for final approval.

Committee Members

In addition to the Committee's Chair leadership structure, the support of additional AzPA members will be welcomed to ensure program stakeholder input. Any AzPA member is eligible to serve on this committee and appointment to this

committee will be made by the AzPA CEO and/or MCP Chair. Preference for appointment to this MCP Standing Committee will be given to those individuals who have participated in the program as a mentor and/or mentee.

Additionally, a representative from each AzPA Academy is requested to serve on the committee to provide input and communicate committee activities to their respective academy.

AzPA Ex-Officio

An AzPA staff member will serve as the ex-officio on this committee.

Qualification Requirements for MCP Standing Committee Chair

Minimum requirements:

1. AzPA Member in good standing
2. Mentor in AzPA MCP for at least 2 cycles OR Mentor in AzPA MCP for at least 1 cycle AND have precepted pharmacy students/residents for at least 1 year
3. Completed training program designed for the MCP mentors
4. Committed to 1 hour/month for committee conference calls
5. Committed to accepting 3-year term for position and all responsibilities required therein (see role of Chairmen of MCP Standing Committee section)

Role of Chair of MCP Standing Committee

Chair-Elect

- Participate as a mentor in the October-June cycle
- Participate in committee meetings (live, teleconference)
- Assist with matching of mentoring pairs in September
- Facilitate end of cycle survey in June
- Recruitment / retention of program participants

Chair

- Organize meeting dates, create agendas/minutes for meetings
- Facilitate or assign facilitator for meetings
- Participate in committee meetings (live, teleconference)
- Lead matching of mentoring pairs in September
- Lead “Tuesdays with Mentors” informational / inspirational messages
- Maintain/update MCP Executive Committee Handbook on annual or bi-annual basis
- Recruitment / retention of program participants

Past-Chair

- Mentor chair
- Encourage meaningful participation from all academies (i.e., outreach, education, information)
- Participate in committee meetings (live, teleconference)
- Assist with matching of mentoring pairs in September
- Recruitment / retention of program participants

Role of MCP Standing Committee Members

- Participation in the program as a mentor / mentee highly encouraged
- Participate in committee meetings (live, teleconference)
- Assist with matching of mentoring pairs in September
- Recruitment / retention of program participants
- Encouraged to contribute ideas and experiences to the monthly Mentors communication (ex: giving inspirational messages or with mentees)
- Academy Co-Chairs: communicate information regarding the academy (i.e., provide updates during academy meetings, communications)



Tuesdays with
share experiences

MCP to respective
electronic

Mentor – Mentee Commitment

- The expectation of this program is for the mentor and mentee to have meaningful contact at least once monthly (e.g., face-to-face, phone, email) and to meet in person at least twice during the 9-month mentor-mentee cycle
- Communication is essential to foster and maintain a mentor relationship
- There is a minimum requirement of 3 months for a mentee to establish the connection with their respective mentor in order for mentee to remain in the program cycle. If this does not happen for any reason, then the mentee will be withdrawn from the program and both mentor and mentee will be notified at the time of withdraw.

Potential mentor-mentee interactions to achieve mutually established goals of relationship

- Attend professional meetings with mentee
- Collaborate on scholarly efforts
- Discuss mentee career goals and career path
- Review CV/resume, interview coaching
- Topic discussions
 - Service to the profession

- o Professional affiliation
- o Workplace politics
- o Risks and benefits to advanced training
- o Honest discussion on errors in practice
- o Management and leadership styles
- o Professional engagement

Mentor Recognition Certificate

Each mentor will receive certificates of completion, which will be sent (either via email or USPS) by the AzPA to both mentors and mentees in late July/early August. Additionally, based on request, a formal letter will be sent from the AzPA CEO to both the mentors and their supervisors/program directors acknowledging the service of these individuals to the students, the AzPA, and our profession at large through involvement in this program. In addition to formal recognition, these letters can serve as documentation for preceptors to show continuing professional education/engagement/service as required for ASHP residency accreditation. To request a letter, email MCP Chair-person with any additional specific components or wording/phrasing that should be included and include the name(s) and contact information including business address for MCP Participants.

Participant Qualifications

Mentors must be AzPA members and have a designated primary academy. Members can update their primary academy on their member profile online at www.azpharmacy.org.

Mentees must reside in the state of Arizona and be at least one of the following:

- A member of the AzPA Student Pharmacist Academy (SPA)
- Currently enrolled in a PharmD program
- A licensed Pharmacy Tech Trainee
- Enrolled in a pharmacy technician training program

Additionally, it is preferred that mentees are also active student/technician members of at least one national organization (i.e., ASHP-SSHP, APhA-ASP, ASCP, AMCP, ACCP, NACDS, ASPEN, AACP).

Individuals interested in participating in the AzPA MCP must submit their completed application by mid-September (date will be posted on AzPA MCP website and advertised annually).

Participant Selection

The AzPA MCP Standing Committee will review all applications received by the designated due date and accept cycle program participants based on availability of pharmacist mentors. Mentors may be matched to more than one mentee based on their interest and willingness.

Mentor Mentee Matching

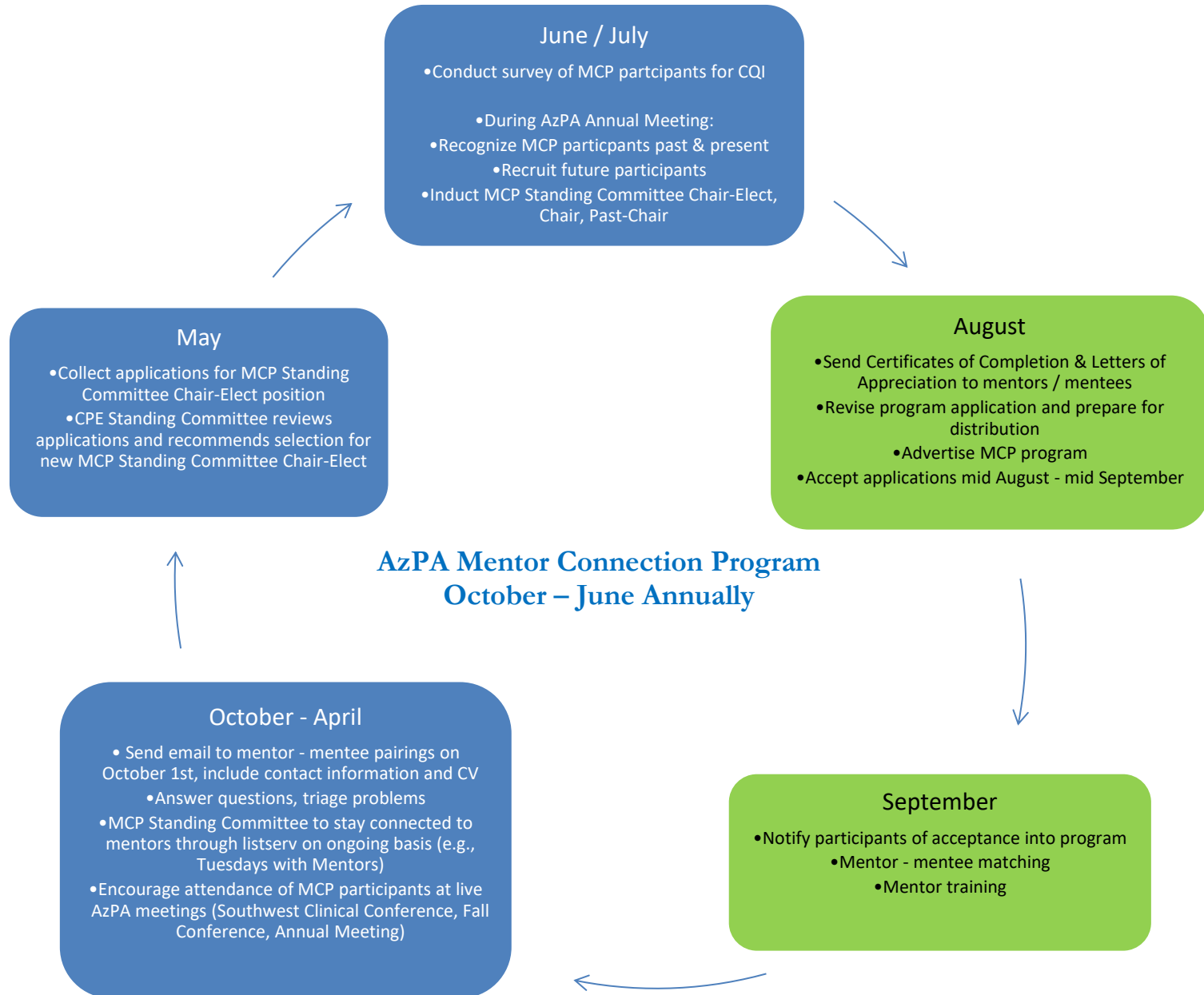
Mentors and mentee pairs will be matched based by the AzPA MCP Standing Committee based on the following factors: 1) type of mentor-mentee desired 2) mentee area of practice interest and mentor primary academy affiliation and 3) geographical location (e.g., Tucson, Northwest Phoenix, Central Phoenix), when possible.

By the first week of October, the AzPA will notify all participants of their mentor pair(s) and provide each party with the others' contact information. The mentees are expected to contact their mentor within a few weeks to establish the communication. The formal relationship runs from October to June the following year.

Questions or Concerns

The MCP Chair person should be notified as soon as possible via email or phone to address any questions or concerns that mentors or mentees may have regarding the program not limited to concerns with the pairing, concerns with inability to contact mentee/mentor, or any issue regarding need to withdrawal from the program early. The MCP Chair will handle these situations on a case-by-case basis and triage them appropriately if needed. If a needed, the MCP Standing Committee and/or the AzPA CEO may be consulted for advice on plan of action.

MCP Annual Program Overview



Mentoring References

Mentor Connection Program Similar Interest Group (SIG)

The MCP Mentor SIG is updated at the beginning of each, new MCP cycle in October. The purpose of this group is to serve as a communication tool for mentors to ask questions and share mentoring pearls with other mentors. Any mentor is encouraged to post or reply with inspirational comments or ideas to invoke ongoing enthusiasm for mentoring throughout the cycle.

Tuesdays with Mentors

Monthly tips or mentoring pearls are sent out via the MCP SIG to stimulate ideas and/or conversation with and between mentors. Tuesdays with Mentors are archived on the website for future reference.

Mentor Incentives

Mentors provide a great service to our organization and an idea to “incentivize” or “reward” mentors for their service was to provide discounts to live AzPA meetings, excluding the annual meeting. Incentives for upcoming years should be coordinated with the Executive Director and Executive Board. Mentors may be offered discounts on registration for AzPA live meetings/conferences when attending them with their mentee. These discounts are subject to change annually.

MCP Leadership

2013-2014 Inaugural Committee

Chair: Jon Merchen

Chair-elect: Tony Rondinella

Past Chair: Lindsay Davis

2014-2015

Chair: Tony Rondinella

Chair-elect: Marce Honkonen

Past Chair: Jon Merchen

2014-2015

Chair: Tony Rondinella

Chair-elect: Marce Honkonen

Past Chair: Jon Merchen

2015-2016

Chair: Marce Honkonen

Chair-elect: Nicki Scovis

Past Chair: Tony Rondinella

2016-2017

Chair: Nicki Scovis

Chair-elect: Cindy Maciak

Past Chair: Marce Honkonen

2017-2018

Chair: Cindy Maciak/ Jennifer Bingham

Chair-elect: Jennifer Bingham

Past Chair: Nicki Scovis

2018-2019

Chair: Barbara Davee

Chair-elect: Andrew Lester

Past Chair: Jennifer Bingham

2019-2020

Chair: Andrew Lester

Chair-elect: Chris Ferrier

Past Chair: Barbara Davee

Resources for Mentors

1. VIEWPOINTS: The Courage to Teach Caring. Lucinda Maine, PhD, and Eleanor Vogt, PhD. American Journal of Pharmaceutical Education 2009; 73 (8) Article 138.
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5. New Practitioners Forum. Serving as a preceptor to pharmacy students: Tips on maintaining the desire to inspire. Am J Health-Syst Pharm—Vol 69 May 15, 2012:826-31
6. A vision for the future of pharmacy residency training. By John S. Clark. Am J Health-Syst Pharm. 2014; 71:1196-8
7. The Mentors Guide: Facilitating Effective Learning Relationships, Lois J. Zachary. Copyright © 2012 by John Wiley & Sons, Inc.
8. *Nature's* guide for mentors. Having a good mentor early in your career can mean the difference between success and failure in any field. Adrian Lee, Carina Dennis and Philip Campbell look at what makes a good mentor. NATURE | Vol 447 | 14 June 2007
9. 24 networking tips that actually work. From: <http://passivepanda.com/networking-tips> by [James Clear](#)
10. The Mentor's Way Rule #4: Good Questions Beat Good Advice. <http://leadership-effect.com/articles/the-mentors-way-rule-4-good-questions-beat-good-advice/>
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12. Focus on Mentoring as Baby Boomers Near Retirement. March 27th, 2012• by [Rik Nemanick, Ph.D.](#) <http://leadership-effect.com/articles>
13. Pharmacy residency and the medical training model: Is pharmacy at a tipping point? Thomas J. Johnson and Janet L. Teeters. Am J Health-Syst Pharm. 2011; 68:1542-9
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16. "Community and Clinical Pharmacy Services: A Step-by-Step Approach" by Ashley W. Ellis and Justin J. Sherman. Published by McGraw Hill, 2014
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19. Veatch RM, Haddad A. Case Studies in Pharmacy Ethics. Oxford University Press. 1999
20. How to find and succeed as a mentor. Sara J. White, M.S., FASHP and Jennifer E. Tryon, Pharm.D., M.S. Am J Health-Syst Pharm—Vol 64 Jun 15, 2007:1258-9
21. Mentoring: Seven Roles and Some Specifics. Martin J. Tobin, Division of Pulmonary and Critical Care Medicine, Loyola University of Chicago Stritch School of Medicine and Hines Veterans Affairs Hospital, Hines, Illinois. Am J Respir Crit Care Med Vol 170. pp 114–117, 2004