Mentorship Program with Strong Peer Mentoring Serves as Excellent Pipeline for Admissions to Boston University Henry M. Goldman School of Dental Medicine

*Teresa A. Davies, Ph.D., Director, MS in Oral Health Sciences Program, Assistant Professor of Medical Sciences & Education, *Barbara M. Schraiber, Ph.D., Associate Professor of Biochemistry, * Cataldo Leone, D.M.D., D.M.Sc., Associate Dean for Academic Affairs, *Professor of Biochemistry and Molecular Cell Biology

*Boston University School of Medicine and **Goldman School of Dental Medicine

INTRODUCTION

The OHS Program:

The OHS program is a rigorous 32 credit graduate program. As in other peer mentoring programs, mentors work with under classes to improve academic success. With the implementation of a strong peer mentoring program, numbers of under classes are matriculating. The program as you are going through it yourself. It helped us know what to expect, and what was expected of us. It was nice for us to have contact with upper years for guidance and help.

MENTORING PROGRAM PRELIMINARY RESULTS

The survey completion rate was 58%.

OHS Student Contact with Peer Mentors at the Beginning of OHS Program (n=16)

Find the OHS Facebook group helpful?

Find lunch/tour at orientation helpful?

Receive tutoring?

Meet the OHS Director before orientation?

Speak to OHS student/alumni prior to orientation?

Find peer mentor helpful?

MENTORING PROGRAM PRELIMINARY RESULTS

The survey completion rate was 58%.

OHS Student Contact with Peer Mentors at the Beginning of OHS Program (n=16)

Find the OHS Facebook group helpful?

Find lunch/tour at orientation helpful?

Receive tutoring?

Meet the OHS Director before orientation?

Speak to OHS student/alumni prior to orientation?

Find peer mentor helpful?

CONCLUSION

Preliminary results indicate that the cross-school OHS – DMD mentoring program benefits both the OHS student and BUGSDM students who graduated from OHS as supported by:

1. Strong participation rate at the MS & DMD levels
2. Positive student feedback
3. Strong success rate for matriculation to dental school (90%)

Results indicated that group review sessions (46%), individual tutoring (22%) and study skills support (84%) are the most beneficial services utilized.

Development of (i) formal training for mentors and (ii) assessment of academic activities through defined metrics at the DMD and MS levels individually are needed.

Additionally, retention of URMs mentee involvement with BUGSDM academic success will substantiate the positive benefits of this program.

REFERENCES


PIECHART success rate for matriculation to dental school (90%)

OHS Graduate Academics

<table>
<thead>
<tr>
<th>Mean</th>
<th>s.d.</th>
<th>Admitted</th>
<th>OHS admitted to DMD</th>
<th>OHS not admitted to dental school</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>s.d.</td>
<td>(n=9772)</td>
<td>(n=12)</td>
<td>(n=36)</td>
</tr>
<tr>
<td>3.53a</td>
<td>0.27</td>
<td>3.07±0.07</td>
<td>p&lt;0.001</td>
<td>3.06±0.17</td>
</tr>
<tr>
<td>3.07</td>
<td>0.30</td>
<td>3.30±0.32</td>
<td>p&lt;0.001</td>
<td>3.04±0.16</td>
</tr>
<tr>
<td>2.97±0.16</td>
<td>3.05±0.17</td>
<td>3.30±0.32</td>
<td>p&lt;0.001</td>
<td>3.04±0.16</td>
</tr>
<tr>
<td>18.32±2.13</td>
<td>18.12±2.41</td>
<td>17.07±1.04</td>
<td>16.5±1.71</td>
<td>16.5±1.71</td>
</tr>
</tbody>
</table>

CONCLUSION

Preliminary results indicate that the cross-school OHS – DMD mentoring program benefits both the OHS student and BUGSDM students who graduated from OHS as supported by:

1. Strong participation rate at the MS & DMD levels
2. Positive student feedback
3. Strong success rate for matriculation to dental school (90%)

Results indicated that group review sessions (46%), individual tutoring (22%) and study skills support (84%) are the most beneficial services utilized.

Development of (i) formal training for mentors and (ii) assessment of academic activities through defined metrics at the DMD and MS levels individually are needed.

Additionally, retention of URMs mentee involvement with BUGSDM academic success will substantiate the positive benefits of this program.

REFERENCES
