

# Correlation between pharmacy students' Resilience Scale for Adults (RSA) scores, their work experience, leadership and academic performance

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## Objective

To examine if there is a correlation between students' RSA scores and their demographics, work experience, leadership style, Myers Briggs personality types and academic performance.

## Methods

Prior to the start of the semester, students completed the RSA and answered demographics questions. At the end of the semester, students' academic performance data (via GPAs, exam/RAT (Readiness Assurance Test) scores) were evaluated to find any correlations with the resilience scores and demographics.

## Implications

Among the five categories of the RSA, the strongest scores were for social support, family coherence and personal competence, with lower scores reported for social competence and personal structure. Leadership style, work experience and Myers Briggs extrovert/introvert and thinking/feeling characteristics seem to positively correlate with resilience scores in pharmacy students. We believe that resilience skills require development, and further research should focus on whether encouraging students to gain more work experience and develop leadership skills will enhance their overall resilience.

## Results

Of 309 students enrolled, 301 consented to participate. Based on the five categories of the RSA, students scored 81.4% on personal competence, 71.5% on social competence, 83.4% on family coherence, 88.7% on social support, and 78.3% on personal structure.

### Correlation Between Student Demographics and RSA

Variable			P Value
➤ Gender	Male (n=102)	Female (n=198)	0.225
	79.6 ± 10.3	81.1 ± 10.2	
➤ Myers Briggs	Extrovert (n=137)	Introvert (n=164)	0.001*
	85.1 ± 7.5	76.8 ± 10.7	
	Thinking (n=154)	Feeling (n=147)	0.008*
	79.1 ± 11.2	82.2 ± 8.9	
➤ GPA	3.00 or more (n=210)	Less than 3.00 (n=91)	0.155
	80.0 ± 10.7	81.9 ± 8.9	

\* statistically significant, P<0.05

### Experience, leadership and academic performance vs RSA scores

Variable			
➤ Work Experience	A lot (n=128)	Some (n=85)	Little/None (n=88)
	81.9 ± 10.5 <sup>a</sup>	81.4 ± 10.6 <sup>b</sup>	77.9 ± 9.1 <sup>a,b</sup>
➤ Leadership Style	Leader (n=79)	Balanced (n=98)	Follower (n=124)
	85.2 ± 10.2 <sup>a,b,c</sup>	80.9 ± 10.2 <sup>a,b,c</sup>	77.5 ± 9.2 <sup>a,b,c</sup>
➤ Exam Average	A (n=142)	B (n=140)	C (n=19)
	81.1 ± 10.5	80.3 ± 9.7	79.2 ± 12.6
➤ RAT Average	A (n=256)	B (n=38)	C (n=7)
	81.1 ± 9.6 <sup>a</sup>	78.2 ± 13.3	73.4 ± 11.0 <sup>a</sup>

<sup>a,b,c</sup> values sharing a common superscript within each row are statistically significant, P<0.05

No students earned a grade of D

