



***Residency Guide:
Transitioning from Student to PGY1***

Residency Guide: Transitioning from Student to PGY1

Table of Contents

I Matched – Now What?	3
Preparing for the Next Step in Your Career	4
Preparing for Pharmacy Licensure	5
Selecting Learning Experiences	6
Preparing for Self-Evaluation	8
Preparing for Teaching & Precepting Responsibilities	10
Preparing for Resident Research	12
Transforming Your Curriculum Vitae	13
Developing Time Management Skills	14
Getting Involved with ASHP	15
Policy and Advocacy	15

Compiled by the New Practitioners Forum Resident Advancement Advisory Group:

Jennifer Alastanos, Pharm.D.

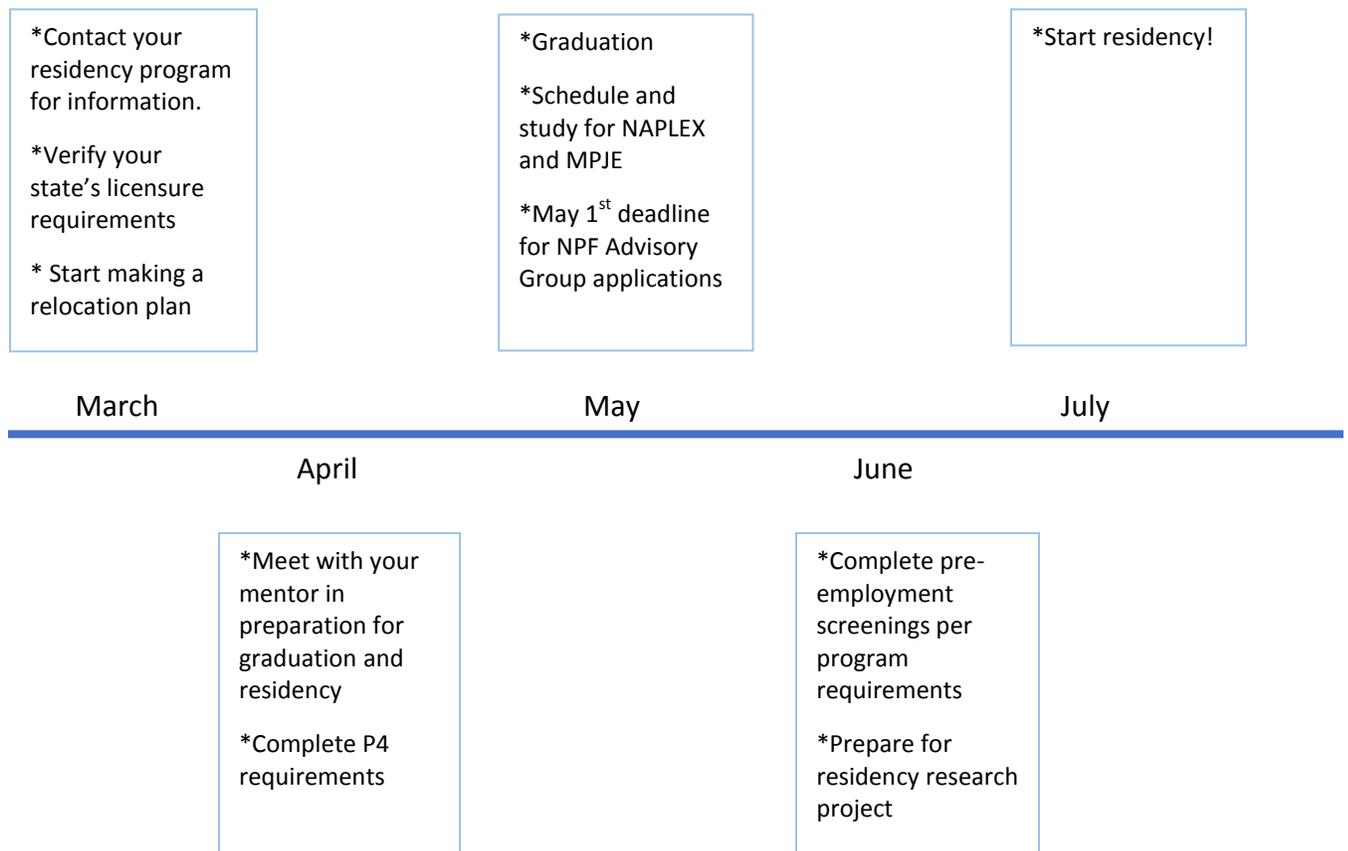
Calvin Ice, Pharm.D.

Kalynn Rohde, Pharm.D.

Amanda Woods, Pharm.D.

I Matched – Now What?

Congratulations! You have matched with a residency program and now start the journey from pharmacy student to pharmacy resident. The next few months will be filled with bittersweet endings and new beginnings, but ASHP has many resources to help you make your transition. Below you will find helpful resources for obtaining licensure, preparing for residency training, and getting a head start on residency research. The timeline for preparing for licensure and residency will vary by state and program, but here is a general guideline of the steps you will take in the coming months. *(Note: The new PGY1 standard requires the resident to be licensed as a pharmacist prior to or within 90 days of starting the residency program.)*



Preparing for the Next Step in Your Career

Whether you are moving to a new practice site that is close by or one that is across the country, there are a lot of things to think about as part of this big life change. Below is a checklist of things to start considering as you take the next steps in your professional career. Note that some of these topics may only be relevant if you are relocating for residency.

- Pharmacist licensure requirements
- NAPLEX and MPJE
- [Liability insurance](#)
- Finding an apartment
 - Ask previous residents or the program director on places to live
 - Relocation specialist or realtor may be utilized
- Logistics of moving
 - Move on your own versus hiring movers
 - Set up utilities
 - Availability of relocation assistance
- Health insurance
- Establishing medical care
- Car insurance
- Establishing residency in a new state
- Driver's license
- Parking
- Public transportation options
- Banking
- Budget
- Professional attire/Dress code at the hospital
 - White coat/Scrubs (may be provided by your program)
- [Drug information resources](#)
- Office supplies

Preparing for Pharmacy Licensure

Preparing for pharmacy board exams can be overwhelming at first. There are many resources available to help you plan ahead and make a smooth transition. Here are some key questions to ask yourself prior to taking your NAPLEX and MPJE:

1. In what state(s) do you want to obtain licensure by examination?
 - If you would like to obtain a pharmacist license in multiple states by examination, you can apply for a score transfer of your NAPLEX up to 90 days after your exam.
 - After a score transfer, you usually have one year to take the MPJE.
2. What are the requirements for the state in which you want to become licensed?
 - Check the state board of pharmacy website to find out licensure requirements, and call the board for any additional clarifications.
 - Send licensure application as soon as possible to avoid delays. Collect all necessary documents and complete any special requirements for applications before graduation if you are able.
3. What date must you be licensed by?
 - This date is typically determined by your residency site. Ask your residency director after Match Day if they do not provide this information to you. The PGY1 standard requires the resident to be licensed as a pharmacist prior to or within 90 days of the start of a residency program.
 - You may register for the NAPLEX/MPJE before graduation, but you cannot schedule your examination until you receive your “Authorization to Test” (ATT) number.
 - The ATT number will be e-mailed to you once the state board of pharmacy has established that you are eligible to sit for examination for licensure in that state. This will not occur until after graduation.
 - Schedule your exam as soon as possible after receiving the ATT number because testing sites fill up quickly.
4. In what order do you want to take your licensure exams?
 - The NAPLEX and MPJE can be taken in either order or both can be taken on the same day.
5. What study materials do you plan to use to prepare for the NAPLEX and MPJE?
 - Many different resources are available (e.g., review books, smart phone applications, online test banks, online video session, live review sessions, etc.).

For more information about the NAPLEX/MPJE (including the registration bulletin, go to the [National Association of Boards of Pharmacy \(NABP\) website](#).

Selecting Learning Experiences (Concentrated, Rotational, and Longitudinal)

Each residency program is unique and will vary in the types and timing of learning experiences. Despite this variability, here are a few general suggestions on how to approach your residency:

- Review your program’s required learning experiences as well as any elective learning experiences that are offered at your institution.
 - If you don’t have a list of required and/or elective learning experiences options, ask your future residency program director for this information.
- Determine what experiences will help you develop as a pharmacist.
 - If you plan to pursue a PGY2 or want to know more about a particular PGY2 subject area, pursue one learning experience in your interest area(s) prior to the ASHP Midyear Clinical Meeting.
 - If you have interest in a specific practice area(s), consider seeking a learning experience in that area prior to beginning a job search.
- Connect early with your future residency program director to determine:
 - How learning experiences are selected in your program.
 - If there are certain sequences or prerequisites to learning experiences.
 - If some specific learning experiences are only offered at certain times of the year.
 - The likelihood of completing a learning experience in your interest area(s) prior to Midyear.
 - If learning experiences can be changed throughout the year if your interests change.
- Reach out to current and/or past residents of your new program if needed.
 - Ask about learning experiences they found especially beneficial.
 - Identify preceptors who are enthusiastic, engaging, and focused on education to serve as mentors during your residency experience.
 - If weighing several electives, discuss them with someone who has completed those experiences before.
 - Keep in mind that everyone has different learning styles and that your experience with a particular preceptor or on a particular learning experience may not be the same as someone else’s.
- Get outside of your comfort zone.
 - PGY1 residency training is designed to develop well-rounded clinical pharmacists, and it is important that you stretch yourself to develop those capabilities.
 - Consider several elective learning experiences in areas of your clinical weakness (i.e. learning experiences not completed as a student, topics in school that were not covered thoroughly. etc.).
 - If you decide to go on to complete a PGY2, consider taking some additional electives outside of your specialty area to broaden your PGY1 experience, recognizing you will have an entire additional year to focus on specializing.

- For example, if you are planning on completing a PGY2 in critical care pharmacy, consider taking full advantage of the PGY1 opportunities to broaden your experience with elective experiences in oncology, transplant, or ambulatory care pharmacy.

Preparing for Self-Evaluation:

Because residency training often emphasizes self-evaluation, it will be important for you to develop and master this essential skill. Below are some important concepts to consider before your residency to prepare for this process.

- Reflect on your strengths and weaknesses.
 - Consider completing a formal strength assessment or workplace personality test online.
 - Record four to five strengths and weaknesses either in a MS Word document or in a journal.
- Set realistic and measurable goals.
 - You can use a SMART goal template or create your own method for developing goals.
 - Areas to consider for growth as a resident:
 - Your strengths vs. your weaknesses
 - Communication
 - Time management
 - Independence and confidence
 - Teaching and precepting
 - Ability to perform research
 - Create a draft of the steps you will take to achieve each of your goals, and revise these steps as needed.
- Tell your mentors, preceptors, and peers about your goals to create accountability.
 - Create a “peer tripod,” which is a formal group in which you ask two other co-residents to support your efforts in achieving your goals.
 - Hold monthly meetings to discuss progress, and discuss ways to successfully achieve your goals.
 - Ask tripod members to evaluate various resident projects and presentations (journal clubs, CE presentations, small group teaching, etc.).
 - Seek out a mentor within your institution.
 - Plan monthly meetings to discuss personal and professional areas of growth.
 - Discuss ways your mentor can help you successfully achieve your goals for the year.
 - Come prepared to residency learning experiences.
 - Create a document with two to three goals that you want to achieve for each residency learning experience, and present this to your preceptor prior to or on the first day of every new learning experience.
 - Establish a feedback calendar and expectation with your preceptor on the first day of a learning experience (ideally once a week).

- Consider instituting “Five-Minute Feedback Fridays,” during which you and your preceptor meet every week to discuss progress.
 - As a resident, you should always provide your self-assessment prior to the meeting with your preceptor.
 - Try an exercise called “The good, the bad, and the change.” This is a way to talk about what is going well, an area that needs additional work, and a way to change the experience to improve.
- Create a documentation system for your progress.
 - Most residency programs will utilize a formal program for documentation of evaluations and progress (i.e., [PharmAcademic™](#)).
 - Residents are often required to perform a self-evaluation using this program at the start of residency and after finishing each learning experience.
 - Make it a goal to complete your self-evaluation for each learning experience before your preceptor provides feedback.
 - Create your own self-evaluation database using a program of your choice.
 - Save this document, and think of it as a living document that you will revise and add to throughout residency.

Preparing for Teaching and Precepting Responsibilities

Many pharmacy residents participate in teaching certificate programs. As such, making the initial transition from student to teacher or preceptor can be intimidating. Below are some ways to prepare to step into these new roles.

- Teaching opportunities and how they fit into your short-term vs. long-term goals:

Comparison of Tenure vs. Non-Tenure/Clinical Track Positions		
	Tenure Track Faculty Member	Non-Tenure/Clinical Track Faculty Member
<i>Didactic teaching</i>	Required to develop and deliver lectures	Required to develop and deliver lectures
<i>Experiential teaching</i>	Minor to no expectation for experiential teaching	Required to participate in experiential teaching
<i>Research</i>	Large expectation to perform original research studies that are supported through grants	Minor expectation for grant approval and research, more involvement in clinical-based outcomes and collaboration with other healthcare providers
<i>Scholarship</i>	Large expectation to publish results of original research studies	Minor expectation and may include original research, case reports, and review articles
<i>Service</i>	Required service experiences, which may include serving on local and national committees	Required service experiences, which may include serving on local and national committees
<i>Reporting structure</i>	Full employee of the school of pharmacy	Can be full employee of the school of pharmacy or split position between the school of pharmacy and local pharmacy or hospital
<i>Contract period</i>	Longer contract period, generally up to five years	Shorter contract period, generally one year

- Early teaching opportunities for new practitioners:
 - Precepting
 - [Overview of Precepting](#)
- The basics:
 - [You and Your Students](#)
 - [Starting a New Student Rotation](#)

- Preceptor development:
 - [Developing Your Precepting Skills](#)
 - Readings to consider:
 - [Preceptor's Playbook: Tactics, Techniques, and Strategies](#)
 - [Preceptors Handbook for Pharmacists](#)
 - Marrs JC and Rackham DM. Residents' challenging role: preceptee, preceptor, or both? *Am J Health Syst Pharm*. 2010;67(3):239-243.
 - Biagioli FE and Chappelle K. How to be an efficient and effective preceptor. *Fam Pract Manag*. 2010;17(3):18-21.
 - Manina MS and Herring HR. Teaching during residency: five steps to better lecturing skills. *Am J Health Syst Pharm*. 2011;68(5):382-397.

Preparing for Resident Research

The resident research project is an important part of residency training. Your project will be a year-long experience that will teach you to navigate human research and allow you to develop your skills in time-management, organization, writing, presenting, and data analysis. There are many tools available to you to help you navigate the challenges of research and to help you stay on track throughout the year with your project. Below you will find a few resources to help you prepare for your research project. Although residency starts in July, it's a good idea to begin reading some of the resources below in June to help you prepare for choosing a project early in your residency year.

- Check out the article “Practice pearls for a successful residency project” published in the American Journal of Health-System Pharmacy (AJHP). The article offers great tips for completing a residency project and can help you start thinking about your project topic and timeline.
 - Citation: Berry AJ, Heintz BH and Cutler TW. Am J Health Syst Pharm September 15, 2013 70:1610-1615.
- The ASHP Research and Education Foundation’s [Research Resources](#). A great website dedicated to research, there are resources available for research study design, data collection, data analysis and resident focused grants.
- The ASHP New Practitioners Forum has designed a useful [residency project timeline](#) that will walk you through your residency project from start to finish.

Transforming your Curriculum Vitae

A curriculum vitae (CV) is constantly being updated as you gain new experiences throughout your career. After graduating pharmacy school and beginning residency your CV will need to be updated as you transition from student to new practitioner. Begin thinking about new information you will want to add and if there is anything that may no longer be relevant that you want to take out. You may also want to consider having multiple versions of a CV to match different types of career paths (i.e., one version that is heavily focused towards academia and a second version that is geared towards a clinical position). Below are some general tips to begin thinking about as well as a few resources available for further reading.

- Adding new experiences:
 - Graduation and degree
 - Pharmacist license information
 - Residency site and residency learning experiences (include rotational and longitudinal experiences)
 - Academic appointments and teaching experiences
 - Research experience
- Consider taking out things that are no longer relevant:
 - Minor experiences
 - Small student presentations
- Remember, anything that is on your CV is fair game for questions on interviews, if you can't speak about it you probably should not include it
- Readings to consider:
 - Gallagher JC, Wodlinger Jackson AM. How to write curriculum vitae. *Am J Health Syst Pharm.* 2010; 67(8): 446-7.
 - Flannery AH, Winstead PS, Smith KM. Transforming the curriculum vitae as a new practitioner. *Am J Health Syst Pharm.* 2014; 71(24): 2115-7.
- Submit your CV for review to the ASHP CV Review Program during the fall review cycle to gain the perspective of others or get involved by becoming a CV reviewer for student pharmacists. Learn more utilizing the [ASHP Curriculum Vitae Resource Center](#).

Developing Time Management Skills

Time management during residency can be one of the largest challenges for many individuals. Many students graduate with much time management experience, but for many of us, residency requires a shift in focus from a single month-long learning experience to a year-long residency program with additional project, presentation, clinical, and teaching responsibilities. Each residency program will have different requirements, but refining time management skills is crucial to be successful. Consider the following suggestions:

- Remember to prioritize patient care.
 - When on clinical learning experiences, be sure to structure your day with the focus on providing optimal patient care.
- Construct a residency timeline.
 - Whether you create a graphical timeline or simply list deadlines, take the time to construct a tool to keep you on track for the year.
 - Determine your major deadlines – presentations, research submissions, conferences, etc. – and record them.
 - Continually revise the timeline as new deadlines arise.
- Utilize a calendar to keep deadlines, appointments, meetings, staffing, etc., organized.
- Segment projects.
 - One of the major challenges of residency is completing multiple longitudinal projects
 - Instead of becoming overwhelmed with the daunting task of each project, work to break the project into smaller, more manageable sections. For example:
 - When preparing a presentation, set deadlines for when you need to have a topic identified or when your initial literature search should be completed.
 - Complete your research manuscript in sections throughout the year rather than writing the entire draft in May as the Introduction and Methods section can be completed before results are even available.
 - Identify the rate-limiting step with each project to help anticipate potential delays.
- Work to construct a positive relationship with your work and personal life balance.
 - Find time to unwind and recharge through relaxing, traveling, participating in a hobby, or socializing.
 - Be mindful of your health and avoid pushing yourself too far with the stress of day-to-day activities.
- Resources
 - Book: “Getting Things Done: The Art of Stress-Free Productivity” by David Allen
 - Book: “Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time” by Brian Tracy
 - Book: “The Energy Bus: 10 Rules to Fuel Your Life, Work, and Team with Positive Energy” by Jon Gordon
 - Website and electronic application: “[Toodledo](#)”

Getting Involved with ASHP

There are many opportunities to get involved with ASHP. As new practitioners, there are many resources and networking opportunities within the [New Practitioners Forum](#). Involvement with ASHP Pharmacy Practice Sections, being a Practice Standard Reviewer, and participating in the ASHP CV Review Program are all excellent ways to contribute to ASHP and the profession of pharmacy. If you're interested in leadership opportunities, consider applying for an appointed position within ASHP. There are opportunities to advise the New Practitioners Forum through appointment to an Advisory Group. Each Advisory Group consists of new practitioners who focus on the unique needs of new practitioner members and how ASHP can meet these needs.

- Learn more about [leadership opportunities](#) within ASHP and how you can get involved.

Policy and Advocacy

The profession of pharmacy is continually changing and progressing. Policy decisions at the national, state, and local level all have profound effects on the practice of pharmacy and how pharmacists can use their extensive medication knowledge to care for patients. There are many ways to get involved including writing to legislators, hosting a site visit for legislators, or simply talking with colleagues and management at your practice site about advocacy and policy issues effecting pharmacists. The following links can help you get involved with policy and advocacy:

- [ASHP Advocacy Website](#)
- [ASHP's Grassroots Network](#)
- Want to make a change in your State? Consider getting involved in the policy and advocacy efforts of your local [ASHP State Affiliate](#).

This resource was developed by the ASHP New Practitioners Forum Resident Advancement Advisory Group, which is providing members the opportunity to share resources that might assist in professional endeavors. ASHP is not responsible for, and does not officially endorse this resource, and further expressly disclaims any and all liability for damages of any kind arising out of the use, reference to, or reliance upon any information contained in the resource. No guarantee is provided that the content is correct, accurate, complete, up-to-date or owned by the individual who posted it. ASHP has not participated in the development of the content, and does not exert any editorial control over it.

All content consists solely of material supplied from contributors, and the opinions and statements expressed by contributors are solely those of the individual writers, and do not reflect the opinions of ASHP or its officers, directors or employees. The names and contact information contained in this resource are published to facilitate communication, and such information shall not be used for commercial purposes. Reference to any specific commercial entity, product, service or process does not constitute endorsement, recommendation, favoring or disfavoring by ASHP or its officers, directors or employees. The inclusion of any links to other sites does not imply a recommendation of such sites.

ASHP MAKES NO WARRANTIES OF ANY KIND, EXPRESS OR IMPLIED, AND DOES NOT MAKE ANY REPRESENTATIONS OR ENDORSEMENTS WITH RESPECT TO THE QUALITY, CONTENT, TIMELINESS, ACCURACY, COMPLETENESS, RELIABILITY, OR OWNERSHIP OF THE CONTENT, TEXT, GRAPHICS, LINKS OR OTHER ITEMS CONTAINED IN THIS RESOURCE, AND SPECIFICALLY DISCLAIMS ANY AND ALL SUCH LIABILITY. ANY RELIANCE PLACED ON SUCH INFORMATION IS AT THE SOLE RISK OF THE USER. IN NO EVENT WILL ASHP BE LIABLE FOR ANY LOSS OR DAMAGE, INCLUDING, WITHOUT LIMITATION, INDIRECT OR CONSEQUENTIAL LOSS OR DAMAGE, ARISING FROM THE USE OF THE RESOURCE.