

## Differences in career paths and attributes of pharmacists completing a community pharmacy residency program (CPRP)

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**Key-words:** community pharmacy, residency, community pharmacy residency program (CPRP)

### Abstract

*Objective:* To determine any differences in career paths and career attributes of pharmacists who have completed a PGY1 community pharmacy residency program (CPRP) as compared to those that have not completed a PGY1 CPRP.

*Methods:* A web-based survey evaluating various aspects of community pharmacists' careers was distributed to 274 CPRP graduates in addition to a random sample of 7,376 community pharmacists. The survey contained 32 questions evaluating various career attributes. Questions that assessed level of agreement were on a 6-point Likert-type Scale (1=strongly disagree; 6=strongly agree).

*Results:* A total of 353 participants completed the survey, with 224 indicating that they had not completed a CPRP. Pharmacists who completed a CPRP responded that they spend significantly more time on patient care services, teaching, and research, and spend less time dispensing medications compared to those that have not completed a CPRP. Compared to those that did not complete a CPRP, CPRP graduates were less likely to agree that current level of workload negatively impacts job performance, motivation to work, job satisfaction, mental/emotional health, and physical health.

*Conclusion:* Pharmacists completing a CPRP noted significant differences in their current employment and job responsibilities. Additional expansion and education regarding the importance of CPRPs should be considered.

### Introduction

Community pharmacy residencies have grown steadily since their emergence in 1986.<sup>1</sup> The American Pharmacists Association (APhA) notes that a community residency provides the equivalent of 3 to 5 years of practice experience, suggesting community residency positions may catalyze new and different career opportunities for residency graduates.<sup>2</sup> The goals and objectives for a Postgraduate year one (PGY1) community pharmacy residency program (CPRP)<sup>3</sup> highlight the importance of developing an individual that has various experiences with appropriate oversight and feedback to become a well-rounded practitioner.

Data from residency exit surveys conducted by the APhA in conjunction with the American Society of Health-System Pharmacists (ASHP) suggests that the majority of residency graduates attain positions focused on clinical practice<sup>4</sup>, yet longitudinal tracking of residency graduates has not yet been documented in the literature. In addition, student pharmacists have reported a more limited awareness of the career opportunities that community pharmacy residencies may lead to relative to health-system residencies.<sup>5</sup> For these reasons, it is important to assess the career paths and attributes of these individuals to help inform those making a career decision to enter community pharmacy practice with or without postgraduate training.

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### Objective

To determine any differences in career paths and career attributes of pharmacists who have completed a PGY1 CPRP as compared to those what have not completed a PGY1 CPRP.

## Methods

A web-based survey (32 questions) using Qualtrics (Qualtrics, Inc., Provo, UT) was adapted from the 2009 National Pharmacist Workforce Study<sup>6</sup> to evaluate various aspects of community pharmacists' careers. Questions that assessed level of agreement were on a 6-point Likert-type scale (1=strongly disagree; 6=strongly agree). Contact information was obtained for 285 CPRP graduates from the previous ten years. The comparison group included a random sample of 1,000 self-identified community pharmacists from the APhA electronic database that had been in practice for 12 years or less. The survey was sent to all potential respondents (274 CPRP graduates and 907 community pharmacists after removing incorrect addresses). Additionally, the survey link was sent to 79 CPRP directors to forward to former resident graduates. The initial survey period was open for 19 days, with reminders sent on day 7 and day 14. To gain additional responses for the comparison group, a second round of surveys was sent to a randomly selected group (n=6,469) of community pharmacists from the same APhA database. Data was analyzed using Chi-Square analysis, Student's t-test and descriptive statistics. Exemption status for this study was granted by the Ohio Northern University IRB.

## Results

A total of 353 participants completed the survey, with 224 indicating that they had not completed a CPRP. Of the 274 CPRP graduates contacted, including the 11 that received the survey via a forwarded email, 129/285 (45.3%) responded. Of the 129 CPRP graduate responses, 120 completed a CPRP that was ASHP accredited or was in pre-candidate or candidate status. Those who completed a non-accredited CPRP (n=9) were considered to have completed a CPRP for subsequent data analysis. Since program directors may or may not have forwarded on the e-mail to former residents and since the random sample of community pharmacists may have included pharmacists that completed a CPRP, the exact response rate for the CPRP group cannot be calculated. Of the random sample of community pharmacists, 224 of 7376 (3%) were returned.

No significant differences were observed between CPRP and non-CPRP graduates as it relates to employment status (full time vs. part time or unemployed), length of employment with the primary employer, perceived workload, number of job offers received following graduation (from school or from a CPRP), or age (all  $p > 0.05$ ).

### *Career Preparation*

Table 1 describes how CPRP graduates felt their residencies have prepared them for listed activities vs. how non-CPRP graduates felt their college training has prepared them for

the same activities. Respondents who completed a CPRP moderately agreed with the statements that completing a CPRP was integral to (mean +/- SD): obtaining their current position (5.0 +/- 1.6), has accelerated their professional career (5.2 +/- 1.4), and has put them on an effective pathway to achieve career goals (5.3 +/- 1.4). Furthermore, CPRP graduates moderately agreed that they would recommend a CPRP to someone seeking residency training (5.4 +/- 1.1), and that if making the decision today, they would choose to complete a CPRP (5.1 +/- 1.4).

### *Employment Differences*

Primary place of employment differed significantly between groups. CPRP graduates were more likely than non-CPRP graduates to practice in academia, independent pharmacy, or work with pharmacy benefit administration, were less likely to be in chain community practice or non-government inpatient hospital roles, and were less likely to be in a staff pharmacist role (all  $p < 0.05$ ). CPRP graduates also were more likely to work 0-2 evenings per week and one weekend day per month, and were less likely to work 3-4 evenings per week or 3-4 weekend days per month. CPRP graduates more strongly agreed that they feel satisfied in their current positions (5.0 +/- 1.1 vs. 4.2 +/- 1.4,  $p < 0.001$ ) and that they enjoy their current positions (5.1 +/- 1.1 vs. 4.4 +/- 1.4,  $p < 0.001$ ).

### *Job Responsibilities*

Pharmacists who have completed a CPRP spend significantly more time on Medication Therapy Management (MTM), Disease State Management (DSM), teaching, and research, and spend less time dispensing medications compared to those that have not completed a PGY1 CPRP (Table 2). Although perceived workload was not statistically different between groups, perceptions of the impact of workload were statistically different (Table 3).

## Discussion

This study of pharmacists demonstrates differences in career paths and attributes for those who completed CPRPs as compared to those that did not complete a CPRP. Of note, CPRP graduates reported being more prepared to develop innovative pharmacy services than did those respondents in the non-CPRP group. With the rapid changes in healthcare with limited resources, the pharmacy profession has a significant opportunity to be innovative as we better design how patients and health systems can maximize what they receive from the pharmacist. It is not just developing innovative services, but CPRP graduates indicate that they think they were trained to implement these innovative pharmacy services.

Gatewood et al<sup>7</sup> found that 90% of US pharmacy students in their last two years of pharmacy school have an awareness that CPRPs are available, but not all student mentors may understand the value of CPRP training. College and clinical administrators, faculty, preceptors, and professional organizations should share with students the benefits of CPRP training observed in this study. CPRP graduates moderately agreed that if they had the chance to reconsider doing a CPRP that they would make the same decision and also recommend that individuals seeking residency training should consider a CPRP.

With the evolving and growing nature of community pharmacy residencies, additional research is needed to (1) better understand the career paths and contributions to pharmacy practice of those completing a community pharmacy residency; (2) determine the knowledge and skill difference, in addition to the self-assessment data provided in this study, for those that have and have not completed a CPRP, (3) understand the perceptions student pharmacists have regarding community pharmacy residency training to be able to provide more focused messaging and education to student pharmacists during the residency search process, and (4) evaluate the differences in implementation, quality and impact of patient care services on patient outcomes for those that have completed a CPRP compared to those that have not completed a CPRP.

#### Limitations

Selection bias may have occurred through the decision to use a control group composed of APhA members. Some factors may differ between those who choose to be a member of APhA and those who do not; however, the researchers felt that randomly sampling thousands of APhA members may minimize such bias. Although it is not possible to know the exact response rate of the CPRP graduate group, the sampling strategies were such that response rates were likely different between groups, which may have introduced further bias. The researchers struggled with whether to leave the control group in at all due to the low response rate; however, some baseline comparison of non-CPRP graduates was needed to provide further insight and perspective to the CPRP population. Also, a second round of surveys to the non-CPRP graduate groups was completed in an attempt to increase the response rate. Having to complete an additional round of surveys in an attempt to increase the response rate is an inherent limitation of the study that limits the generalizability of the results. Lastly, given the sample sizes that were compared, subgroup analyses were not often possible. For example, comparisons within specific career areas, such as independent community practice, were not made. Therefore,

reported comparisons may have confounding variables, such as type of employment setting.

#### Conclusion

Pharmacists completing a CPRP noted significant differences in their current employment and job responsibilities. Additional expansion and education regarding the importance of CPRPs should be considered.

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Table 1: Career Preparation Differences between CPRP and non-CPRP Graduates

“Upon entering practice, I believe that my (PGY1 CPRP/pharmacy school) experiences”	CPRP Graduates Mean (SD) (n=111)	Non-CPRP Graduates Mean (SD) (n=174)	p-value
Helped prepare me for developing skills in disease state management	5.3 (0.8)	4.9 (1.1)	<0.001
Helped prepare me to provide quality patient care	5.5 (0.8)	5.0 (1.1)	<0.001
Helped prepare me for providing medication therapy management services	5.4 (1.0)	4.6 (1.1)	<0.001
Helped prepare me for developing prevention and wellness programs	5.4 (1.0)	4.2 (1.2)	<0.001
Helped prepare me for developing patient education skills	5.6 (0.7)	5.0 (1.1)	<0.001
Helped prepare me for direct patient contact and interaction	5.7 (0.7)	5.0 (1.1)	<0.001
Helped enhance my drug information skills	5.0 (1.2)	5.2 (0.9)	0.100
Helped prepare me to teach	5.4 (1.0)	3.8 (1.3)	<0.001
Helped prepare me to conduct research	4.4 (1.3)	3.4 (1.5)	<0.001
Enhanced my clinical knowledge	5.3 (0.9)	5.2 (0.9)	0.400
Provided me opportunities for medical/professional writing	4.7 (1.3)	3.9 (1.5)	<0.001
Provide me with opportunities for giving formal presentations	5.4 (0.9)	5.0 (1.1)	0.002
Helped enhance my leadership skills	5.4 (0.9)	4.7 (1.2)	<0.001
Helped me to understand advances in technology	4.4 (1.2)	4.4 (1.2)	0.981
Provided me with a good experience in pharmacy practice management	4.9 (1.1)	3.9 (1.4)	<0.001
Provided me with good experience in business management	4.5 (1.2)	3.2 (1.3)	<0.001
Helped me learn how to develop innovative pharmacy services	5.1 (1.0)	3.6 (1.4)	<0.001
Helped me learn to implement innovative pharmacy services	5.1 (1.1)	3.5 (1.4)	<0.001
Helped me learn about the drug distribution system	4.5 (1.2)	4.0 (1.3)	0.003

Scale: 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = slightly agree; 5 = moderately agree; 6 = strongly agree

Student's t-test was used to compare groups

Of the 129 CPRP respondents that began the survey instrument, only 111 provided complete usable data for the analysis.

Table 2: Time Spent in Different Professional Activities

<b>For a typical week, estimate your percent of actual time spent in the following professional activities</b>	<b>CPRP Graduates (n=124)</b>	<b>Non-CPRP Graduates (n=203)</b>	<b>p-value</b>
Medication dispensing	27.4%	55.3%	<0.001
Business/organization management	10.0%	7.5%	0.104
Research	9.1%	2.2%	<0.001
Education	17.6%	5.4%	<0.001
Patient care services overall	32.6%	26.9%	0.059
<b>If noted yes to spending time on patient care services, estimate your percent of actual time spent in the following activities</b>	<b>CPRP Graduates (n=105)</b>	<b>Non-CPRP Graduates (n=182)</b>	<b>p-value</b>
Medication therapy management	23.4%	13.4%	0.002
Disease state management/education	36.0%	21.7%	0.001
Immunizations	11.6%	16.0%	0.086
Screenings	4.1%	2.6%	0.114

Student's t-test was used to compare groups

**Table 3: Workload Differences between CPRP and non-CPRP Graduates**

	<b>CPRP Graduates Mean (SD) (n=113)</b>	<b>Non-CPRP Graduates Mean (SD) (n=181)</b>	<b>p-value</b>
My current level of workload negatively impacts my job performance	3.1 (1.5)	3.8 (1.5)	<0.001
My current level of workload negatively impacts my motivation to work at my job	3.0 (1.7)	3.4 (1.6)	0.038
My current level of workload negatively impacts my job satisfaction	3.0 (1.7)	3.8 (1.7)	<0.001
My current level of workload negatively impacts my mental/emotional health	3.1 (1.7)	3.6 (1.7)	0.015
My current level of workload negatively impacts my physical health	3.0 (1.7)	3.4 (1.7)	0.048
My current level of workload negatively impacts my time spent with each client/patient	3.0 (1.5)	4.1 (1.6)	<0.001
My current level of workload negatively impacts the quality of care provided to patients	2.7 (1.5)	3.7 (1.6)	<0.001
My current level of workload negatively impacts my ability to solve drug therapy problems	2.5 (1.4)	3.5 (1.6)	<0.001
My current level of workload negatively impacts my ability to prevent potential errors	2.5 (1.4)	3.6 (1.5)	<0.001
My current level of workload negatively impacts my opportunity to take adequate breaks	3.4 (1.8)	4.6 (1.7)	<0.001
My current level of workload negatively impacts my ability to balance work and personal time	3.2 (1.8)	3.8 (1.7)	0.003

Scale: 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = slightly agree; 5 = moderately agree; 6 = strongly agree

Student's t-test was used to compare groups

Of the 129 CPRP respondents that began the survey instrument, only 113 provided complete usable data for the analysis.

Survey Tool

**Research Question:** What are the differences in career paths and career attributes of pharmacists who have completed a PGY1 CPRP as compared to those who have not completed a PGY1 CPRP?

**Survey Questions:**

1. List the first 5 words or phrases that come to mind when you think about community pharmacy practice:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
2. Did you receive this survey directly from the American Pharmacists Association (APhA) or was it forwarded to you from another individual?
  - I received it directly from APhA
  - It was forwarded to me from another individual
  
3. Did you complete a Post-Graduate Year 1 (PGY1) Community Pharmacy Residency Program?
  - Yes, I completed a PGY1 Community Pharmacy Residency Program that had **accredited, pre-candidate or candidate status**. (\*respondents selecting "Yes" would have received all questions except #24)
  - Yes, I completed a **non-accredited** PGY1 Community Pharmacy Residency Program (\*respondents selecting "Yes" would have received all questions except #24)
  - No (\*respondents selecting "No" would have received all questions EXCEPT Q 22c/d/e and 23)
  
4. Please check the category that best matches your current employment status:
  - Working full time (30 or more hours a week) in the field of pharmacy.
  - Working part-time (less than 30 hours a week) in the field of pharmacy.
  - Retired, but still working in pharmacy or employed part-time as a pharmacist
  - Retired, do not practice pharmacy at all (skip to question 26)
  - Employed in a career not related to pharmacy (Describe : \_\_\_\_\_) (skip to question 26)
  - Unemployed (check one: \_\_\_ seeking \_\_\_ not seeking employment) (skip to question 26)
  
5. Considering your career plans, which of the following do you think will apply to you **three years** from now?
  - I will be working with my current employer doing the same type of work I am doing now.
  - I will be working with my current employer doing different work than the type I am doing now (please describe the different type of work) \_\_\_\_\_
  - I will be working with a different employer, but doing the same type of work I am in now.
  - I will be working with a different employer doing different work than the type I am doing now (please describe the different type of work) \_\_\_\_\_
  - I will be retired.
  - I am not able to answer this question at this time.

6. Please check the one item that best describes your **primary** place of employment. Primary place of employment is defined by 50% or more of time spent at the site.
- Academic Institution
  - Chain Community Pharmacy (4 or more stores under the same ownership)
    - i. Size
      - Regional Chain (<250 stores)
      - National Chain (>250 stores)
    - ii. Setting
      - Traditional (e.g. Rite Aid, Walgreens, CVS)
      - Supermarket (e.g. Kroger)
      - Mass Merchandiser (e.g. Walmart, Target)
  - Clinic-Based Pharmacy (dispensing)
  - Clinic-Based Pharmacy (non-dispensing; direct patient care)
  - Government Hospital / Health System (inpatient)
  - Government Hospital/ Health System (outpatient)
  - Home Health / Infusion
  - Independent Community Pharmacy (fewer than 4 stores under the same ownership)
  - Mail Service Pharmacy
  - Non-government Hospital / Health System (inpatient)
  - Non-government Hospital / Health System (outpatient)
  - Nursing Home / Long Term Care
  - Pharmacy Benefit Administration (e.g., PBM, managed care)
  - Other For-Profit Corporation / Organization (describe) \_\_\_\_\_
  - Other Non-Profit Corporation / Organization (describe) \_\_\_\_\_
7. Which of the following best describes your current position?
- Owner/Partner/Executive Officer
  - Management (e.g., director, manager, assistant manager, supervisor) defined as spending at least 50% or more of the time in a non-dispensing and non-patient care role.
  - Staff (e.g., clinical pharmacist, consultant, staff pharmacist, relief pharmacist)
  - Other (explain): \_\_\_\_\_
8. On average, in a typical week, how many total hours do you work at your **primary work** setting? \_\_\_\_\_ hours.
- <10 hours
  - 11-15 hours
  - 16-20 hours
  - 21-30 hours
  - 31-40 hours
  - >40 hours
9. Ideally, how many hours would you **choose** to work at your **primary** work setting each week?
- <10 hours
  - 11-15 hours
  - 16-20 hours
  - 21-30 hours
  - 31-40 hours
  - >40 hours

10. On average, how many evenings (after 6:00 pm) do you work per week at your primary work setting?
- None
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
11. On average, how many days do you work on the weekend per month at your primary work setting?
- None
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
12. What was your gross (before taxes) base personal annual income from your full-time employment during 2011?
- Not applicable – was working part time
  - < \$80,000
  - \$80,000 - \$89,999
  - \$90,000 – \$99,999
  - \$100,000 - \$109,999
  - \$110,000 - \$119,999
  - \$120,000 - \$129,999
  - \$130,000 - \$139,999
  - \$140,000 - \$149,999
  - ≥ \$150,000
13. In what state is your primary place of employment located?
- [Insert drop down menu of states]
14. How long have you been employed by your primary employer?
- 5 years or less
  - 6-10 years
  - 11-20 years
  - 21-30 years
  - More than 30 years

15. For a typical week, estimate your percent of actual time spent and percent of time desired in the following professional activities. Please ensure that totals sum to 100%. If any activity is not applicable, please write NA in the corresponding box.

Professional Activity Category	% of Actual Time Spent	% of Time Desired
<b>Medication Dispensing:</b> preparing, distributing, and administering medication products, including associated consultation, interacting with patients about selection and use of over-the-counter products, and interactions with other professionals during the medication dispensing process.		
<b>Patient Care Services:</b> assessing and evaluating patient medication-related needs, providing immunizations, monitoring and adjusting patients' treatments to attain desired outcomes, and other services designed for patient care management (e.g. medication therapy management, disease state management/education).		
<b>Business/Organization Management:</b> managing personnel, finances, and systems.		
<b>Research:</b> discovery, development, and evaluation of products, services, and/or ideas.		
<b>Education:</b> teaching, precepting, and mentoring of students/trainees.		
<b>Other:</b> any activities not described in the other categories. Please describe: _____		
<b>Total</b>	<b>100%</b>	<b>100%</b>

16. If you noted spending time on patient care services in the previous question, please estimate, for a typical week, your percent of actual time spent and percent of time desired in the following areas. If you did not note spending any time in patient care services in the previous question, please write N/A in each of the sections below. **Please note that these values should be recorded as % of total time and therefore may or may not add up to 100%.**

Patient Care Service	% of Actual Time Spent	% of Time Desired
Medication therapy management services (MTM)		
Disease state management/education services (e.g., diabetes, dyslipidemia, hypertension, etc.)		
Immunizations		
Screenings (e.g., diabetes, dyslipidemia, hypertension, etc.)		

17. Approximately what % of your patients are being managed under a collaborative practice agreement (excluding immunization services)?

- 0%  
 1-10%  
 11-20%  
 21-40%  
 41-60%  
 61-80%  
 >80%

18. In your current position, do you spend time precepting pharmacy students?

- Yes  
 No

19. In your current position, do you spend time precepting pharmacy residents?

- Yes  
 No

20. How would you rate your workload in your workplace? (select one)

- Excessively low  
 Low  
 About right  
 High  
 Excessively high

21. Please answer the following questions related to your workload using the scale provided:

	Strongly disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Slightly agree (4)	Moderately agree (5)	Strongly agree (6)
a. My current level of workload negatively impacts my job performance	1	2	3	4	5	6
b. My current level of workload negatively impacts my motivation to work at my job	1	2	3	4	5	6
c. My current level of workload negatively impacts my job satisfaction	1	2	3	4	5	6
d. My current level of workload negatively impacts my mental/emotional health	1	2	3	4	5	6
e. My current level of workload negatively impacts my physical health	1	2	3	4	5	6
f. My current level of workload negatively impacts my time spent with each client/patient	1	2	3	4	5	6
g. My current level of workload negatively impacts the quality of care provided to patients	1	2	3	4	5	6
h. My current level of workload negatively impacts my ability to solve drug therapy problems	1	2	3	4	5	6
i. My current level of workload negatively impacts my ability to prevent potential errors	1	2	3	4	5	6
j. My current level of workload negatively impacts my opportunity to take adequate breaks	1	2	3	4	5	6
k. My current level of workload negatively impacts my ability to balance work and personal time	1	2	3	4	5	6

22. Please respond to the following statements by using the scale provided:

	Strongly disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Slightly agree (4)	Moderately agree (5)	Strongly agree (6)
a. I would recommend completing a Post-Graduate Year One (PGY1) <u>Community Pharmacy Residency Program</u> to someone seeking PGY1 residency training.	1	2	3	4	5	6
b. If making the decision to complete a residency today, I would choose to complete a PGY1 Community Program.	1	2	3	4	5	6
c. Completing a PGY1 Community Pharmacy Residency Program was integral to obtaining my current position.	1	2	3	4	5	6
d. Completing a PGY1 community Pharmacy Residency Program has accelerated my professional career.	1	2	3	4	5	6
e. Completing a PGY1 Community Pharmacy Residency Program has put me on an effective pathway to achieve my career goals	1	2	3	4	5	6

23. Please respond to the statement below for each component using the scale provided.

“Upon entering practice, I believe that my PGY1 Community Pharmacy Residency Program (CPRP) experiences \_\_\_\_\_”

	Strongly disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Slightly agree (4)	Moderately agree (5)	Strongly agree (6)
<b>Component 1: Clinical Skills</b>						
Helped prepare me for developing skills in disease state management	1	2	3	4	5	6
Helped prepare me to provide quality patient care	1	2	3	4	5	6
Helped prepare me for providing medication therapy management services	1	2	3	4	5	6
Helped prepare me for developing prevention and wellness programs	1	2	3	4	5	6
Helped prepare me for developing patient education skills	1	2	3	4	5	6
Helped prepare me for direct patient contact and interaction	1	2	3	4	5	6
Helped enhance my drug information skills	1	2	3	4	5	6
<b>Component 2: Professional Development</b>						
Helped prepare me to teach	1	2	3	4	5	6
Helped prepare me to conduct research	1	2	3	4	5	6
Enhanced my clinical knowledge	1	2	3	4	5	6

Provided me opportunities for medical / professional writing	1	2	3	4	5	6
Provide me with opportunities for giving formal presentations	1	2	3	4	5	6
Helped enhance my leadership skills	1	2	3	4	5	6
<b>Component 3: Practice Management</b>						
Helped me to understand advances in technology	1	2	3	4	5	6
Provided me with a good experience in pharmacy practice management	1	2	3	4	5	6
Provided me with good experience in business management	1	2	3	4	5	6
Helped me learn how to develop innovative pharmacy services	1	2	3	4	5	6
Helped me learn to implement innovative pharmacy services	1	2	3	4	5	6
Helped me learn about the drug distribution system	1	2	3	4	5	6
Provided me with additional opportunities for employment since the completion of the residency	1	2	3	4	5	6

24. Please respond to the statement below for each component using the scale provided.

“Upon entering practice, I believe that my pharmacy school educational experiences \_\_\_\_\_”

	Strongly disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Slightly agree (4)	Moderately agree (5)	Strongly agree (6)
<b>Component 1: Clinical Skills</b>						
Helped prepare me for developing skills in disease state management	1	2	3	4	5	6
Helped prepare me to provide quality patient care	1	2	3	4	5	6
Helped prepare me for providing medication therapy management services	1	2	3	4	5	6
Helped prepare me for developing prevention and wellness programs	1	2	3	4	5	6
Helped prepare me for developing patient education skills	1	2	3	4	5	6
Helped prepare me for direct patient contact and interaction	1	2	3	4	5	6
Helped enhance my drug information skills	1	2	3	4	5	6
<b>Component 2: Professional Development</b>						
Helped prepare me to teach	1	2	3	4	5	6
Helped prepare me to conduct research	1	2	3	4	5	6
Enhanced my clinical knowledge	1	2	3	4	5	6
Provided me opportunities for medical / professional writing	1	2	3	4	5	6

Provide me with opportunities for giving formal presentations	1	2	3	4	5	6
Helped enhance my leadership skills	1	2	3	4	5	6
<b>Component 3: Practice Management</b>						
Helped me to understand advances in technology	1	2	3	4	5	6
Provided me with a good experience in pharmacy practice management	1	2	3	4	5	6
Provided me with good experience in business management	1	2	3	4	5	6
Helped me learn how to develop innovative pharmacy services	1	2	3	4	5	6
Helped me learn to implement innovative pharmacy services	1	2	3	4	5	6
Helped me learn about the drug distribution system	1	2	3	4	5	6

25. Please respond to the following statements using the scale provided:

	Strongly disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Slightly agree (4)	Moderately agree (5)	Strongly agree (6)	N/A
a. I feel that I make positive contributions to my employer through the non-dispensing services that I provide.	1	2	3	4	5	6	

b. I feel that I make positive contributions to my patients through the non-dispensing services that I provide.	1	2	3	4	5	6	
c. I feel very satisfied in my current position.	1	2	3	4	5	6	
d. I enjoy my current position.	1	2	3	4	5	6	
e. I am able to apply my knowledge of clinical therapeutics in my current position.	1	2	3	4	5	6	

26. Upon entering the job market (either after graduating from pharmacy school or completing your community pharmacy residency program), how many employment offers did you receive?

- None
- 1-2
- 3-4
- 5-6
- Over 6

27. Which of the following best describes your affiliation with a college/school of pharmacy?

- I have an appointment where I am primarily an off-campus preceptor for students/residents
- I have an appointment where I am primarily an on-campus researcher
- I have an appointment where I am primarily an on-campus instructor
- I do not have an appointment with a college/school of pharmacy

28. What is your age?

- 18-25
- 26-40
- 41-55
- 56-65
- Over 65

29. What is your gender?

- Female
- Male

30. In what year were you first licensed as a pharmacist? \_\_\_\_\_

31. Which of the following education experiences have you completed? (check all that apply)

- BS Pharm
- PharmD
- Post-Graduate Year 1 **Community** Pharmacy Residency Program
- Post-Graduate Year 1 **Managed Care** Pharmacy Residency Program
- Post-Graduate Year 1 Pharmacy Residency Program (**General**)
- Post-Graduate Year 2 Residency
- Fellowship
- Masters (MS, MBA, MA, MPH)
- PhD
- Immunization Training (either the American Pharmacists Association (APhA) Pharmacy-Based **Immunization** Delivery Certificate or a similar employer based program)
- APhA Delivering **Medication Therapy Management** Services Certificate
- APhA The Pharmacist & Patient-Centered **Diabetes Care** Certificate
- APhA Pharmacy Based **Lipid** Management
- Board Certified Advanced Diabetes Management (BC-ADM)
- Board Certified Ambulatory Care Pharmacist (BCACP)
- Board Certified Nutrition Support Pharmacist(BCNSP)
- Board Certified Nuclear Pharmacist (BCNP)
- Board Certified Oncology Pharmacist (BCOP)
- Board Certified Pharmacotherapy Specialist (BCPS)
- Board Certified Psychiatric Pharmacist (BCPP)
- Certified Anticoagulation Care Provider (CACP)
- Certified Asthma Educator (CAE)
- Certified Diabetic Educator (CDE)
- Certification in Geriatric Pharmacy (CGP)
- Other (please describe): \_\_\_\_\_

32. Please list any pharmacy related awards that you have won since graduating from pharmacy school

- \_\_\_\_\_

**Thank you very much for your help!**