

What component of your residency (or fellowship) training has proved most beneficial to your career?

Ashley Fox, Pharm.D.
PGY2 Internal Medicine
University of Oklahoma College of Pharmacy
Oklahoma City, OK

This month, the question above was posed to the ACCP Board of Regents. View the responses from the Board below.

“The element that was most beneficial to my career was the opportunity to design my own research project, pursue IRB approval, collect and analyze data, present it at an ACCP meeting, and develop and publish the manuscript prior to the conclusion of my residency training program. I learned the importance and value of seeing a project to its completion, skills in medical writing, and lessons in perseverance. The opportunity to have a project published prior to accepting a faculty position provided valuable scholarship skills and aided in my ability to organize and manage projects in my current career.”

Sara D. Brouse, Pharm.D., FCCP, BCPS-AQ Cardiology
Professor and Assistant Dean
Texas Tech University Health Sciences Center School of Pharmacy
Abilene, TX

“One of the most beneficial aspects of my residency and fellowship was the opportunity to participate in interprofessional clinical research. The willingness of the physicians, nurses, and pharmacists on those studies to mentor me shaped my concept of what it means to work as part of a collaborative team. My experience at MUSC gave me the confidence to reach out to colleagues in medicine and nursing for collaboration on projects and clinical research as I started my career. It continues to influence my approach to team-based practice and my role in interprofessional education.”

Marcia L. Buck, Pharm.D., FCCP, FPPAG, BCPPS
Clinical Pharmacy Coordinator, University of Virginia Children’s Hospital
Director, PGY2-Pediatric Pharmacy Residency Program
Professor of Pediatrics, University of Virginia School of Medicine
Clinical Professor, Virginia Commonwealth University School of Pharmacy
Charlottesville, VA

“Because of my prior experience, some faculty suggested I skip residency training and proceed directly to a fellowship or faculty position. I did not take this advice; instead, I performed a PGY1 general residency. I have never regretted this decision. The PGY1 residency taught me to take direct responsibility for the care of the patient. It is one thing to calculate the dose of a medication using pharmacokinetic principles in a classroom setting, but there is no substitute for the awesome responsibility of dosing a medication in a real-world setting where a medication error can cause actual patient harm.”

Brian L. Erstad, Pharm.D., FCCP
Professor and Head
University of Arizona College of Pharmacy
Department of Pharmacy Practice & Science
Tucson, AZ

"I can narrow it down to two crucial components: time management skills/tools and networking. In my first residency, we were required to use a Franklin Planner, as well as read and discuss the Stephen Covey book *7 Habits of Highly Effective People*. While I've moved from a paper planner system to electronic apps, I'm happy that my director recognized the importance of these skills and instilled them in her residents. In both my first and second residencies, initial networking opportunities paid dividends as I grew as a professional. Through these, I have developed mentoring relationships, professional opportunities, contacts, and friends."

Tracy M. Hagemann, Pharm.D., FCCP, FPPAG
Professor and Associate Dean
University of Tennessee College of Pharmacy
Nashville, TN

"Some of the enduring skills that I have benefited most from during my 2 years of residency training are the abilities to prioritize tasks, manage time, and meet deadlines. As a busy pharmacy resident, there are many responsibilities for patient care, projects, teaching, and clinical staffing requirements. With a finite amount of time, you quickly develop a system that works best for you regarding time management. These skills have allowed me to continue to balance the demands of work and home life after transitioning to a faculty position. This is truly one of the most beneficial byproducts of the residency experience."

Brian A. Hemstreet, Pharm.D., FCCP, BCPS
Assistant Dean for Student Affairs, Associate Professor
Regis University School of Pharmacy
Rueckert-Hartman College for Health Professions
Denver, CO

"While I am a long way from residency training, a component that was very impactful over the course of my career was not related to clinical training. I was a first resident in a new program, and when reality did not meet the expectations created in the interview, I made efforts to advocate for my needs and negotiate a resolution with the program director and manager. The lesson is that residents need to advocate for themselves and their educational needs. I have used and fine-tuned negotiation skills to advocate for new programs and patient-related issues throughout my career."

Judith Jacobi, Pharm.D., FCCP, FCCM, BCPS
Critical Care Pharmacy Specialist
Indiana University Health Methodist Hospital
Indianapolis, IN

"I found many areas invaluable, such as "learning how to teach" and of course improving my clinical skills. If I had to state what was *most beneficial*, I might say the experience of conducting a research project. Many of the skills I learned through the process have been instrumental in my development, including creative thinking and coming up with a research idea and plan, writing, statistical analysis, general project management, and how to navigate through the various administrative hurdles such as IRB approval."

Eric J. MacLaughlin, Pharm.D., FCCP, FASHP, BCPS
Professor and Chair
Texas Tech University Health Sciences Center School of Pharmacy
Department of Pharmacy Practice
Amarillo, TX

"I completed a primary care residency program at the University of Mississippi Medical Center before PGY1/PGY2 terminology existed. I had a strong clinical experience in ambulatory settings coupled with a close affiliation with the School of Pharmacy. I was able to participate in services provided through collaborative practice agreements in pharmacist-run and interdisciplinary settings. Being part of such innovative, advanced practice models during my residency opened my eyes to the impact pharmacists can have in patient care. This component of my residency created a vision for practice advancement that remains a primary focus in my academic pharmacy career today."

Leigh Ann Ross, Pharm.D., FCCP, FASHP, BCPS
Associate Dean for Clinical Affairs
Professor, Department of Pharmacy Practice
Research Professor, Research Institute of Pharmaceutical Sciences
University of Mississippi School of Pharmacy
Jackson, MS

"Without sounding trite, I'd say that all components of my residency training were ultimately beneficial to me because I strongly believe that one can learn something from all of life's happenings. But I truly value my direct patient care experiences the most, and those modeled by Dr. Allan Ellsworth, because they taught me critically important clinical abilities that I still regularly use. And the single most insightful concept, which I learned from Dr. John Horn, was the meme '*If something doesn't make sense, then it is either wrong or you don't know enough.*' That notion is 100% correct 100% of the time!"

Terry L. Seaton, Pharm.D., FCCP, BCPS
Professor, St. Louis College of Pharmacy
St. Louis, MO

"I think the single most important thing that I learned during my residency is confirmation of what others had told me about learning and building your clinical database. I had been told that when you are presented with a concept, a fact for the first time as a student, you memorize it for the test and there is a low probability that it will stick with you. When you encounter that same concept or fact the second time around (i.e., in your clinical rotations in your final year at school), you have about a 50/50 chance of retaining that information. Your chances increase when a real live person is relying on you to know that fact or concept. It takes that third time, which occurs in a residency when you encounter that clinical fact/concept, and it becomes solidified in your memory. I've heard educators support this 'it takes three times' idea."

Kim Thrasher, Pharm.D., FCCP, BCACP, CPP
Clinical Pharmacist, Community Care of the Lower Cape Fear
Wilmington, NC

"Learning to juggle multiple responsibilities. After starting a residency, you suddenly have a clinical service (with real responsibility) as well as all of the other things that come with the residency year: getting your research project going, preparing for didactic and small-group teaching, learning how to precept students on rotation, learning how to work with committees and groups, tackling other projects that come along, and on and on. This experience helped me prepare for my career as a full-time faculty member, where I have to balance clinical service, teaching, research, and service to the college and profession."

G. Christopher Wood, Pharm.D., FCCP, FCCM, BCPS
Associate Professor of Clinical Pharmacy
University of Tennessee Health Science Center, College of Pharmacy
Memphis, TN