INSTRUCTIONAL DESIGN AND ASSESSMENT

Program to Prepare Pharmacy Students for Their Postgraduate Training Search

William Allan Prescott, Jr., PharmD
University at Buffalo School of Pharmacy and Pharmaceutical Sciences
Submitted May 26, 2009; accepted July 6, 2009; published February 10, 2010.

Objective. To design and assess an educational program for preparing pharmacy students for success during the American Society of Health-System Pharmacists Midyear Clinical Meeting (ASHP-MCM) and postgraduate training search.

Design. An informational handout packet was prepared and a 1-hour educational forum was conducted prior to the 2007 and 2008 ASHP-MCMs. Following the ASHP-MCM, participating students were invited to complete an anonymous online survey instrument.

Assessment. Among the 66 participating students, 73% agreed they were adequately prepared for the ASHP-MCM, with 89%, 80%, and 79% agreeing the educational forum equipped them for their activities preceding, during, and following the ASHP-MCM, and 90%, 83%, and 69% agreeing the informational handout packet equipped them for their activities preceding, during, and following the ASHP-MCM. Among 14 students seeking a residency during the 2008 ASHP-MCM, 86% were successfully placed with a program.

Conclusion. An educational program was useful in preparing students for success during the ASHP-MCM and postgraduate training search.

Keywords: pharmacy student, residency, postgraduate training, Midyear Clinical Meeting

INTRODUCTION

Several national pharmacy organizations, including the American Society of Health-System Pharmacists (ASHP) and the American College of Clinical Pharmacy (ACCP), support increasing the number of pharmacy students who complete postgraduate training, either through residency or fellowship, prior to entering professional practice.1–3 While viewed as optional in the past, this training now is seen as a necessity for students interested in practicing in an academic institution and/or in more advanced clinical settings, including those involving direct patient care.3 Although the AACP and the American Pharmacists Association (APhA) have not released formal statements, each organization has endorsed pharmacy residency training.4,5 The Accreditation Council on Pharmaceutical Education (ACPE) states within its accreditation standards and guidelines that schools of pharmacy should be committed to creating a culture that respects and supports postgraduate education, and should implement educational programs that expose students to postgraduate educational opportunities.6 The importance of postgraduate training for new graduates is supported by most pharmacy faculty members, with whom the responsibility of educating students on postgraduate training and encouraging them to seek such opportunities largely resides.7

Pharmacy graduates are pursuing residency training in increasing numbers, and the number of applicants now exceeds the number of available residency positions by 22%.8 The American Society of Health-System Pharmacists Midyear Clinical Meeting (ASHP-MCM) affords students the opportunity to learn about available residency and fellowship programs. While attending the ASHP-MCM is an asset for pharmacy students interested in pursuing postgraduate training, it can be an overwhelming experience if adequate guidance is not provided. An inadequately prepared student attending the meeting may not benefit to the same extent as a student who has been prepared for the meeting in advance and who understands what activities to focus upon prior to, during, and following the meeting. Pharmacy students at the University at Buffalo School of Pharmacy and Pharmaceutical Sciences are educated on residency and fellowship training throughout the curriculum, but historically
have not been formally prepared for the ASHP-MCM and their search for postgraduate training positions. To assist pharmacy students in preparing for success during the ASHP-MCM and the competitive postgraduate training search, we designed and implemented a pre-meeting educational program, and assessed its usefulness. We felt that this educational program would positively impact the student’s preparedness for the meeting and lead to success in their postgraduate training search.

**DESIGN**

Students interested in postgraduate training who were planning to attend the 2007 and/or 2008 ASHP-MCMs were required to attend a live 1-hour educational forum and given an informational handout packet prior to each meeting. The educational forum was conducted off-campus following a required pharmacy school function. Optional 1-hour training sessions in curriculum vitae (CV) preparation and practice with interviewing were subsequently offered on campus prior to the 2007 ASHP-MCM. The ASHP faculty liaison attended both the 2007 and 2008 ASHP-MCMs, with the primary responsibility of providing onsite guidance to students during the meeting.

The goal of this program was to prepare students for success during the ASHP-MCM and postgraduate training search. Following participation in this program, students would be able to: (1) recall residency and fellowship terminology to facilitate identification of programs of interest prior to and during the ASHP-MCM; (2) explain the benefits of attending the ASHP-MCM and describe ways to use their time wisely; (3) list activities to complete prior to, during, and following the ASHP-MCM, to be prepared for the meeting and stay on track with their postgraduate training search following the meeting; (4) compare and contrast the residency match program with the personnel placement service, and utilize the most appropriate resources in their postgraduate training search; (5) construct an organized CV that highlights their achievements for application to postgraduate training positions; and (6) prepare a cover letter for application to postgraduate training positions.

The educational forum was moderated by the school of pharmacy ASHP faculty liaison and consisted of a 5- to 6-member speaker panel: 4 faculty members and 1 PGY-1 and/or PGY-2 pharmacy resident. The forum was divided into 5 sections: (1) residency and fellowship terminology, (2) benefits of attending the ASHP-MCM and ways to use time wisely, and (3-5) activities to complete prior to, during, and following the ASHP-MCM (Appendix 1). Each section within the forum was given a specific time allotment during which the speaker panel addressed student questions. If key points were not addressed in any section of the forum, the program moderator, who was circulating among the audience, supplemented the discussion with additional questions for the speaker panel. An informational packet was provided to students that included a detailed handout with overview of what to do before, during, and following the ASHP-MCM; general residency and fellowship information; residency match and personnel placement service information; and CV and cover letter preparation tips with examples. The material in the information packet contained handouts from the ASHP Web site as well as original documents, eg, CV and cover letter examples. The optional workshop in CV preparation was led by faculty members, who met individually with students to review their CVs. The optional workshop in interviewing was led by faculty members (volunteer residency program directors) who served as mock-interviewers for students pursuing postgraduate training. These workshops were conducted at a later date preceding the ASHP-MCM.

The development and implementation of this educational program required approximately 8 hours of faculty time upfront, followed by an annual commitment of approximately 2 hours of faculty time for revising materials and 2 hours of staff time for preparing the informational packets for students. Faculty members and residents serving on the speaker panel during the educational forum committed to 1 hour of participation time. Faculty participating in the CV and interview workshops volunteered approximately 2 hours of participation time. The monetary costs of the program were minimal, consisting primarily of expenses related to the preparation of the informational packet.

**EVALUATION AND ASSESSMENT**

To assess whether this educational program achieved its learning objectives, pharmacy students who completed the required facets of the program and attended the 2007 or 2008 ASHP-MCM were invited to complete an anonymous online survey during the months of February and March following the ASHP-MCM they attended. Students who participated in the educational program and attended the ASHP-MCM during 2007 and 2008 were excluded from the survey during their second year. The survey tool was approved by the University at Buffalo Social and Behavioral Sciences Institutional Review Board. Survey Monkey (Portland, Oregon) was used to distribute, collect, and analyze survey responses. The survey instrument consisted of 22 multiple-choice, ranking, and open-ended questions assessing demographic/background information, the usefulness of the educational forum, the usefulness of the informational handout packet,
the usefulness of the CV and interview workshops, and the assistance of faculty members, residents, and fellows during the ASHP-MCM. Ranking questions were answered using a Likert scale (strongly disagree = 1, somewhat disagree = 2, neither agree nor disagree = 3, somewhat agree = 4, and strongly agree = 5). The mean Likert scale rating and standard deviation for questions were calculated. As a standard of practice, the University at Buffalo School of Pharmacy and Pharmaceutical Sciences Residency Advisory Committee surveyed the recently graduated pharmacy students who participated in the educational program and attended the 2008 ASHP-MCM to quantify their success in locating a postgraduate residency program.

Sixty-eight pharmacy students attended the 2007 and/or 2008 ASHP-MCMs. Two students participated in the educational program and completed a survey instrument following both the 2007 and 2008 ASHP-MCMs, for which only their initial set of survey responses was included. Of the 66 students included in the final analysis, 64 completed and 2 partially completed the survey instrument, yielding a survey response rate of 97%. Of these, 54 students (82%) attended the educational forum and 60 students (91%) used the informational handout packet. Eight of these students also chose to participate in the optional CV and interview workshops offered prior to the 2007 ASHP-MCM. These groups were not mutually exclusive; that is, students who utilized the informational handout packet may have also attended the educational forum and/or the CV and interview workshops. The majority of students were in their fourth year, although an increase in the number of third-year students attending the 2008 ASHP-MCM was observed. Most students were attending an ASHP-MCM for the first time, and were therefore unfamiliar with the meeting. Postgraduate residency search was cited as the most common reason students chose to attend the ASHP-MCM in both 2007 and 2008 (Table 1).

Seventy-three percent of students somewhat or strongly agreed that they were adequately prepared for the ASHP-MCM. Of students who attended the 2007 or 2008 ASHP-MCM, 69% and 77% somewhat agreed or strongly agreed that they were adequately prepared for the ASHP-MCM, respectively. Among students who attended the educational forum, 89%, 80%, and 79% somewhat agreed or strongly agreed that the forum equipped them for their activities preceding, during, and following the ASHP-MCM, respectively. Among students who used the informational handout packet, 90%, 83%, and 69% somewhat agreed or strongly agreed that the packet equipped them for their activities preceding, during, and following the ASHP-MCM, respectively. During both years of the survey, students reported that the educational forum and informational packet were useful in informing them on how to identify and apply to a residency/fellowship program, prepare a CV and cover letter, navigate the ASHP-MCM residency showcase, participate in the residency match program, and effectively use the personnel placement service (Table 2). The CV workshop was well-received by the small number of students who chose to participate, with all students somewhat

Table 1. Demographics and Background Information of Pharmacy Students Completing an Education Program to Prepare Them for Success During the American Society of Health-System Pharmacists Midyear Clinical Meeting and Postgraduate Training Search

<table>
<thead>
<tr>
<th>Variable</th>
<th>2007</th>
<th>2008</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended MCM, No. (%)</td>
<td>33 (50)</td>
<td>33 (50)</td>
<td>66 (100)</td>
</tr>
<tr>
<td>Year in PharmD Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3, No. (%)</td>
<td>4 (12)</td>
<td>13 (39)</td>
<td>17 (26)</td>
</tr>
<tr>
<td>P4, No. (%)</td>
<td>29 (88)</td>
<td>20 (61)</td>
<td>49 (74)</td>
</tr>
<tr>
<td>No. of MCMs Attended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, No. (%)</td>
<td>32 (97)</td>
<td>33 (100)</td>
<td>65 (99)</td>
</tr>
<tr>
<td>2, No. (%)</td>
<td>1 (3)</td>
<td>0 (0)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>Primary reason for attending MCM, No. (%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residency search</td>
<td>27 (82)</td>
<td>25 (76)</td>
<td>52 (79)</td>
</tr>
<tr>
<td>Fellowship search</td>
<td>0 (0)</td>
<td>4 (12)</td>
<td>4 (6)</td>
</tr>
<tr>
<td>Non-postgraduate job search</td>
<td>1 (3)</td>
<td>0 (0)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>Gain experience with ASHP/MCM</td>
<td>4 (12)</td>
<td>4 (12)</td>
<td>8 (12)</td>
</tr>
<tr>
<td>Other</td>
<td>1 (3)</td>
<td>0 (0)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>Students attended educational forum, No. (%)</td>
<td>27 (82)</td>
<td>27 (82)</td>
<td>54 (82)</td>
</tr>
<tr>
<td>Students utilized handout packet, No. (%)</td>
<td>29 (88)</td>
<td>31 (94)</td>
<td>60 (91)</td>
</tr>
</tbody>
</table>

Abbreviations: ASHP = American Society of Health-System Pharmacists; MCM = Midyear Clinical Meeting, P3 = third professional year, P4 = fourth professional year.
or strongly agreeing that it was useful for reviewing and improving their CV and helping them prepare for their residency, fellowship, and/or job search at the ASHP-MCM. The interview workshop was found to be less useful, with 63% of students somewhat agreeing or strongly agreeing, 13% of students neither agreeing nor disagreeing, and 25% of students somewhat disagreeing that it was useful for assessing/improving their interviewing skills. During the ASHP-MCM, 72% and 62% of students somewhat agreed or strongly agreed that faculty members other than the ASHP faculty liaison and pharmacy residents/fellows were available to them as a resource, respectively. Furthermore, 66% and 53% somewhat agreed or strongly agreed that faculty members other than the ASHP faculty liaison and pharmacy residents/fellows provided them with adequate guidance during the ASHP-MCM, respectively. This contrasts to 86% and 80% of students who somewhat agreed or strongly agreed that the ASHP faculty liaison was available to them as a resource and provided them with adequate guidance, demonstrating the benefit of having the school’s ASHP faculty liaison attend the ASHP-MCM with the primary responsibility of providing guidance to students onsite (Table 2).

The University at Buffalo School of Pharmacy and Pharmaceutical Sciences Residency Advisory Committee collected survey data from 20 of the 22 (91%) fourth-year students who participated in the educational program and attended the 2008 ASHP-MCM. Fourteen of the 20 responding students (70%) attended the ASHP-MCM with the goal of seeking a postgraduate residency position, constituting approximately 12% of the graduating class of 120 students. Other reasons for attending the ASHP-MCM included: to search for a fellowship or non-postgraduate position (3 students), to participate in the ASHP Clinical Skills Competition (1 student), and other (2 students). Twelve of the 14 students (86%) were successful in placing with a residency position, which can be considered positive, based on pharmacy match program data indicating the number of students interested in postgraduate residency training exceeded the number of available residency positions by 22% for the 2009-2010 residency year. Of these 14 students, 10 (71%) matched via the residency match program, slightly exceeding the national average of 67%.

Of the 7 students who indicated their match ranking in the survey, all matched with 1 of their top 3 choices, and 5 (71%) matched with their first choice. An e-mail inquiry distributed to the entire graduating class prior to the Residency Advisory Committee survey indicated that at least 5 additional students identified a postgraduate residency position, none of which participated in the educational program or attended the ASHP-MCM. The total number of students who sought a postgraduate training position without participating in the educational program or attending the ASHP-MCM is not known. Therefore, a comparison of placement data to

### Table 2. Usefulness of the Educational Program in Providing Guidance to Students for the ASHP-Midyear Clinical Meeting and Postgraduate Training Search

<table>
<thead>
<tr>
<th>Measures of Usefulness</th>
<th>Forum, n = 54</th>
<th>Handout, n = 60</th>
<th>Overall n = 64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipped for overall activities preceding MCM</td>
<td>4.2 (0.9)</td>
<td>4.2 (0.8)</td>
<td></td>
</tr>
<tr>
<td>Equipped for overall activities during MCM</td>
<td>4.0 (0.9)</td>
<td>4.1 (0.9)</td>
<td></td>
</tr>
<tr>
<td>Equipped for overall activities following MCM</td>
<td>3.9 (0.7)</td>
<td>3.8 (1.0)</td>
<td></td>
</tr>
<tr>
<td>Informed on identifying a residency/fellowship</td>
<td>4.2 (0.8)</td>
<td>4.0 (0.9)</td>
<td></td>
</tr>
<tr>
<td>Informed on applying for a residency/fellowship</td>
<td>4.1 (0.9)</td>
<td>4.1 (0.8)</td>
<td></td>
</tr>
<tr>
<td>Informed on preparing a curriculum vitae</td>
<td>4.1 (0.9)</td>
<td>4.2 (0.8)</td>
<td></td>
</tr>
<tr>
<td>Informed on preparing a cover letter</td>
<td>3.9 (0.9)</td>
<td>4.1 (0.9)</td>
<td></td>
</tr>
<tr>
<td>Informed on ASHP residency showcase</td>
<td>4.2 (0.9)</td>
<td>4.1 (0.8)</td>
<td></td>
</tr>
<tr>
<td>Informed on pharmacy match program</td>
<td>3.9 (1.0)</td>
<td>3.9 (0.9)</td>
<td></td>
</tr>
<tr>
<td>Informed on personnel placement service</td>
<td>3.5 (1.1)</td>
<td>3.6 (0.9)</td>
<td></td>
</tr>
<tr>
<td>Student was adequately prepared for the MCM</td>
<td></td>
<td></td>
<td>3.8 (0.9)</td>
</tr>
<tr>
<td>ASHP faculty liaison was available to students during MCM</td>
<td></td>
<td></td>
<td>4.3 (0.8)</td>
</tr>
<tr>
<td>ASHP faculty liaison provided guidance to students during MCM</td>
<td></td>
<td></td>
<td>4.1 (0.8)</td>
</tr>
<tr>
<td>Faculty (not faculty liaison) were available to students during MCM</td>
<td></td>
<td></td>
<td>3.9 (1.0)</td>
</tr>
<tr>
<td>Faculty (not faculty liaison) provided guidance to students during MCM</td>
<td></td>
<td></td>
<td>3.8 (1.1)</td>
</tr>
<tr>
<td>Residents/fellows were available to students during MCM</td>
<td></td>
<td></td>
<td>3.7 (1.1)</td>
</tr>
<tr>
<td>Residents/fellows provided guidance to students during MCM</td>
<td></td>
<td></td>
<td>3.6 (1.1)</td>
</tr>
</tbody>
</table>

Results reported as mean ± standard deviation forced-ranking based on a Likert scale: strongly disagree = 1, somewhat disagree = 2, neither agree nor disagree = 3, somewhat agree = 4, and strongly agree = 5. n = Number of students, MCM = ASHP Midyear Clinical Meeting.
those who did participate in the educational program and attend the ASHP-MCM was not performed.

**DISCUSSION**

This is the first published report outlining the development, implementation, and usefulness of an educational program providing guidance to pharmacy students and preparing them for success during the ASHP-MCM and postgraduate training search. Participating students found this educational program, consisting of a 1-hour educational forum, information handout packet, and on-site ASHP faculty liaison support to be useful. The optional components of the educational program—the CV and interviewing workshops—were poorly attended, but the CV workshop was useful to those students who participated. Data assessing pharmacy student placement with residency programs, collected by the school’s Residency Advisory Committee following the 2008 ASHP-MCM only, indicated that a high percentage of students who participated in the program with an interest in pursuing residency training were placed with a residency program, suggesting this program prepared students for success during their postgraduate training search. The survey response rates of greater than 90% suggest the data presented here is representative of the target population, pharmacy students from the University at Buffalo School of Pharmacy and Pharmaceutical Sciences attending the ASHP-MCM in search of postgraduate training. If the experience of pharmacy students across the nation during the ASHP-MCM is similar to that of our students, this program likely would be beneficial to other colleague schools of pharmacy. The primary limitation of this study was the lack of a comparator group. Knowledge of students’ feelings of preparedness towards the ASHP-MCM and postgraduate training search prior to participation in this educational program would have allowed for direct comparison, and would have greatly improved upon the relevance of the study results.

This program could be duplicated easily. The first step is to establish faculty support for implementing such a program. The second step is to identify discussion topics, such as residency and fellowship terminology; reasons students should go to the ASHP-MCM and how to maximize their time; and what students should do before, during, and following the ASHP-MCM. The third step is to develop an informational packet that includes a detailed overview of what to do before, during, and following the ASHP-MCM; general residency and fellowship information; residency match and personnel placement service information; and CV and cover letter preparation tips with examples, much of which can be downloaded from the ASHP Web site.9-19 The fourth step is to identify a core group of faculty members, pharmacy residents, and/or pharmacy students with ASHP-MCM experience to serve as the speaker panel for the educational forum, and to identify a core group of faculty members and/or residency program directors to assist with the optional CV and interview workshops. When the preparatory work is complete, the program coordinator must identify students interested in postgraduate training planning to attend the ASHP-MCM; reserve a date, time, and location that optimizes student attendance; and advertise the educational program to the target group of students. Requiring student participation, or providing incentive for student participation, such as through monetary support to attend the ASHP-MCM, is recommended to optimize student involvement. In our program, students were provided with monetary support to assist with travel-related expenses associated with attending the ASHP-MCM. The ASHP Pharmacy student forum has developed pre-meeting student programming in the areas of navigating the ASHP-MCM, CV writing, and interviewing to complement this educational program.21

**SUMMARY**

This educational program positively impacted the students’ sense of preparedness for the meeting, and based on residency placement data for those who participated, contributed to success in their postgraduate training search. To complement current and future ASHP programming, this educational program, which can be duplicated and tailored to a specific college or school’s needs, may be implemented by colleges and schools of pharmacy to prepare students for the ASHP-MCM and their postgraduate training search.

**ACKNOWLEDGMENTS**

I would like to thank Dr. Walter Schroeder who assisted in the preliminary development of this program. I would also like to thank my colleagues who assisted with the educational forums and/or critically reviewed the survey tool: Drs. Gayle Brazeau, Nicole Albanese, Gina Prescott, and Erin Slazak; the pharmacy residents who served on the educational forum speaker panel: Drs. Holly Coe, Stephen Webster, and Misty Gonzalez; and the adjunct faculty members who assisted with the interview workshop: Drs. Kenneth Kellick, Stephanie Seyse, and Pamela Weislo. I would also like to thank Ms. Mary Kruszynski for her assistance in preparing the educational program handout materials.

**REFERENCES**

1. Murphy JE, Nappi JM, Bosso JA, et al. American College of Clinical Pharmacy’s vision of the future: postgraduate pharmacy


Appendix 1. Educational Forum: Providing Guidance to Pharmacy Students for the ASHP Midyear Clinical Meeting (MCM) and Postgraduate Training Search

I. Residency and Fellowship Terminology; Key Terms (5 minutes)
   - PGY-1: General Pharmacy Practice Residency / PGY-2: Specialty Residency
   - Fellowship
   - Residency Showcase
   - Personnel Placement Service (PPS)
   - Residency Matching Program

II. Benefits of attending the ASHP-MCM and ways to use time wisely; Why should you go and make the most of your time? (10 minutes)

III. Activities to complete prior to the ASHP-MCM (15 minutes)
   A. Plan your travel – book flight and hotel… when should you arrive?
   B. Register for the MCM
   C. Prepare your curriculum vitae (CV) and cover letter draft
      - a. What do potential residency directors want to see in your CV/cover letter…
      - b. Meet with your faculty mentor to review your CV and cover letter draft
   D. Order business cards
   E. Visit organization Web pages (ASHP, ACCP, APhA, AMCP) to start residency search
   F. Identify type of residency you are interested in pursuing based on your career goals
   G. Identify locations in the country where you are interested in completing a residency
   H. Identify the specific programs you are interested in learning more about at the MCM
   I. Ask faculty members/current residents about the programs you are interested in
   J. Consider registering for the PPS – Deadline attached
      - a. Designed for one-on-one interviews
      - b. Who should register???
         - i. P4 students interested in relocating for non-postgraduate jobs
         - ii. P4 students interested in fellowship and possibly residency training
   III. Note: Not all residencies will interview at PPS
   c. Familiarize yourself with the PPS Web site and upload your CV
   d. If interviewing with PPS, purchase thank you notes and bring them to MCM

K. Formulate questions to ask programs that interest you, such as…
   - a. Number of clinical specialists/residents in the program
   - b. Types of rotations in the residency program
   - c. Responsibilities of the residents
   - d. Opportunities for teaching and/or research
   - e. Accreditation status of the residency program

L. Anticipate questions that you might be asked and think about your answers, such as…
   - a. Why are you interested in this residency program?
   - b. Where do you see yourself in 5 years and beyond?
   - c. What are your strengths/weaknesses?
   - d. What skills would you like to develop in this program?

M. Contact faculty/preceptors to give them advance notice that you will be asking for letters of recommendation… most programs request 3 letters.
   - a. Request a letter from… supervising pharmacists, preceptors, faculty, others

IV. Activities to complete during the ASHP-MCM; while you are at the MCM… (15 minutes)
   A. First… you don’t want to burn any bridges!!!
   B. Professional attire for all meetings
      - a. Men: Meeting ➔ Suits /// Receptions ➔ Shirt and tie or shirt and sport-coat
      - b. Women: Meeting ➔ Suits /// Receptions ➔ Dress shirt and skirt
      - c. Wear your school of pharmacy pin
   C. Bring copies of your CV and business cards
   D. Arrange interviews if you are registered for PPS
      - a. If you need to cancel, let them know as soon as possible. Never no-show!
      - b. For interviews… dress for success (suit) and be professional
      - c. Hand write thank you notes to those interviewers you met with
      - i. May place the note in the PPS mailbox
      - ii. May mail after returning home from the meeting
   E. Attend ASHP Student Forum activities; see onsite schedule for topics of interest
F. Participate in the residency showcase! → Monday pm, Tuesday am and pm
   a. This is a cost-effective way to learn about programs from all over the country
      I. Speak with residents and/or preceptors at these programs
      II. Ask for informational/application materials for these programs
   b. For programs you are interested in learning more about...
   c. Most programs are there to promote, not interview… learn now, apply later

G. Receptions
   a. Attend the ASHP student reception – See attached for date/time
      I. Meet with fellow students from across the nation
      II. Free food and drink
      III. Winners of the Annual ASHP Clinical Skills Competition announced
   b. Attend your school of pharmacy reception – See attached for date/time
      I. May be required to attend for funding reimbursement
   c. If you are invited to a reception from a particular site, try to attend
      I. Must act professional at this reception
      II. Will help to cut down on the cost of food at the meeting

H. Go to student programming, CE seminars of interest, and visit the poster sessions.
   a. Note: Residency posters are great for networking/gaining an insight into your upcoming
      year of residency training
   I. Find your ASHP faculty liaison if you need guidance during the MCM
   J. Have some fun, but please be responsible and safe!!!

V. Activities to Complete Following the ASHP-MCM (15 minutes)
   A. If you have not already, send thank you notes to PPS interviewers
      a. Personalize the note – Paper and pen are better than e-mail
      b. Tell them if you are or are not interested in their program
      c. Do this several days after you return
   B. Organize your material from the meeting
   C. Prepare to apply to the programs that interest you/fit your career goals
   D. How many programs should you apply to????
      a. Our opinion is that it is good to interview with ≥ 4 sites
      b. Typically, students apply to 4 to 6 programs…. Note: 14 is going overboard!
      c. This is student-dependent, but consider… cost/time limitations to interviewing and the
         number of requests for letters of recommendation
   E. Make final arrangements for letters of recommendation
      a. Check when the letters are due for your programs as they vary
      b. Whom should you ask???? Whomever, but you want them to be able to write a quality
         letter…
            I. Supervising pharmacists
            II. Rotation preceptors
            III. Faculty advisors/Faculty with whom you have done projects
      c. Give your faculty/preceptors that you contacted prior to the ASHP MCM plenty of time
         to write your letters… send them program-specific information the week after the MCM
         so they can get your letters done before the holidays
            I. For faculty, pick up school envelopes from the department, address, and
               stamp them
            II. E-mail recommender detailed information; application deadline, program
               mailing address, contact person, and specific application materials, and set
               up a time to meet to put everything together
            III. Send a thank you note to the recommender for their time
   F. Arrange for transcript submission to programs – See program-specific application
   G. Register for the ASHP Match Program: For deadline, see attached and Web site
   H. Following completion of your interviews, rank programs via ASHP Match Program
      a. For deadline, see attached and Web site
      b. Only rank those programs where you want to be, but be careful because if you rank too
         few programs you may not match. Note: if you match, you go.
      c. If you do not match with a residency program, no need to fear…
         I. ASHP Match Program will list the programs who also did not match
         II. Contact open programs you are interested in to set interview quickly
   I. Hand in reimbursement form with a copy of your registration receipt and original name badge to
      an SSHP officer by December 31.

VIII. Questions and Answer Panel – Hints from current resident(s) and faculty members