Background

- Transition from student to practitioner is encountered by many healthcare disciplines
- Successful transition impacts patient care, staff retention, and role identity
- Barriers documented in the literature include:
  - Role identity
  - Learning styles
  - Lack of confidence, fear of making mistakes
  - Interactions, workload, increased responsibility
  - Lack of an effective orientation program
- Evidence from other healthcare professions suggests that certain interventions may minimize these barriers
- Literature assessing the transition of hospital pharmacists into clinical practice is limited

Objectives

1. Identify key barriers to the transition from student to successful hospital pharmacist
2. Outline strategies to overcome these barriers

Methods

Part 1: Survey

- Survey questions adapted from a nursing study and the Casey-Fink Nurse Experience Survey
- Themes: Barriers, strategies, and role identity
- ~430 Lower Mainland Pharmacy Services pharmacists were emailed with the survey link
- Survey remained open for 3 months
- Transition score was adapted from the Casey-Fink Nurse Experience Survey
- Higher score associated with better transition
- Analysis: Descriptive statistics
- Pearson’s Correlation Coefficient

Part 2: Interviews

- Hospital pharmacists working for 5 years or less
- Volunteers interviewed once survey closed
- Interviews focused on survey questions and specific open-ended questions adapted from the literature
- Analysis: Themes extracted from interview transcripts

Table 1: Survey Respondent Characteristics (N=137)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Years):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 25</td>
<td>9</td>
<td>6.6</td>
</tr>
<tr>
<td>25 to 35</td>
<td>72</td>
<td>52.6</td>
</tr>
<tr>
<td>36 to 45</td>
<td>31</td>
<td>22.6</td>
</tr>
<tr>
<td>Over 45</td>
<td>25</td>
<td>18.3</td>
</tr>
<tr>
<td>Highest Level of Pharmacy Education:</td>
<td></td>
<td></td>
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<tr>
<td>Bachelor of Science in Pharmacy (BSc (Pharm))</td>
<td>15</td>
<td>11.0</td>
</tr>
<tr>
<td>Hospital Pharmacy Residency</td>
<td>67</td>
<td>48.9</td>
</tr>
<tr>
<td>PharmD</td>
<td>42</td>
<td>30.7</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>9.5</td>
</tr>
<tr>
<td>Years Working as a Hospital Pharmacist:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1</td>
<td>20</td>
<td>14.6</td>
</tr>
<tr>
<td>1 to 2</td>
<td>8</td>
<td>5.8</td>
</tr>
<tr>
<td>3 to 5</td>
<td>22</td>
<td>16.1</td>
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<tr>
<td>6 to 10</td>
<td>36</td>
<td>26.3</td>
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<tr>
<td>10 to 20</td>
<td>29</td>
<td>21.2</td>
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<tr>
<td>More than 20</td>
<td>22</td>
<td>16.1</td>
</tr>
<tr>
<td>Work in a Specialty Area</td>
<td>91</td>
<td>66.4</td>
</tr>
</tbody>
</table>

Conclusions

- Transition Score vs. Role Satisfaction (n=110): r=0.550, p<0.001

Barriers

- Lack of knowledge, confidence, and comfort
- New responsibilities; expectations
- Limited hospital pharmacy rotations and inconsistency of role identity in university

Strategies

- Orientation with mentor (shadowing & independent learning)
- Electronic communication with colleagues
- Small group environment with frequent check-ins
- Quick reference resources specific to each ward

Limitations

- Low response rate (~32%) and small sample size
- Survey not validated for pharmacists

Figure 1: Average Transition Score Based on Years Working as a Hospital Pharmacist and Highest Level of Pharmacy Education (n=113)

Figure 2: Average Transition Score Based on Work in a Specialty Area (n=47)

Figure 3: Time of Greatest Need for Support (n=101)

Figure 4: Average Transition Score Based on Years of Work and Orientation Program (n=35)

Figure 5: Average Transition Score Based on Length of Orientation (2 Years of Work or Less) (n=19)

Figure 6: Helpfulness of ‘People Resources’ During Transition (n=116)

Figure 7: Interview Responses (n=3)

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