

**APhA CAREER
PATHWAY
EVALUATION
PROGRAM[®]**

for Pharmacy Professionals

FOLLOW-UP MATERIALS

NAME: _____



American Pharmacists Association[®]
Improving medication use. Advancing patient care.

Copyright © 2007, American Pharmacists Association
6th Edition

Follow-Up Materials

Table of Contents

	<u>Page</u>
Overview	F-3
Guide to Numerical Scales	F-4
Tools for Assessing Yourself	
- Rating the Critical Factors	F-5
- Weighting the Critical Factors	F-13
- Working the Critical Factors	F-15
Tools for Evaluating Career Options	
- Decision Balance Sheet	F-26
- Decision Matrix	F-30
Tools for Evaluating Professional Experiences	
- Introduction	F-34
- Pre-Professional Experience Evaluation	F-35
- Post-Professional Experience Evaluation	F-37
Suggested Reading	F-39
Career Specialty Profiles	Online*

* Career Specialty Profiles are available at www.pharmacist.com/careers.cfm.

Overview

The *APhA Career Pathway Evaluation Program for Pharmacy Professionals* workshop has introduced you to an effective decision-making process and provided you with information and techniques to assist you in implementing the process. The real value, however, is in your follow-through.

Additional sets of materials, such as the “Tools for Assessing Yourself,” are included in this follow-up document to provide you the opportunity to re-evaluate your initial thoughts. As you continue to research career information and talk with others, your rating of some critical factors may change presenting you with even greater insight into career options that better fit you. Periodically rework these exercises to help reinforce your career plan or utilize the results to explore new directions and opportunities.

All of the exercises can be done on your own; some, such as the Decision Balance Sheet exercise, will be more effective when done with a counselor or friend. The Guide to the Numerical Scales on the following page relates these follow-up activities to the stages of the decision-making process.

As mentioned in the Briefing Document, rating and weighting the critical factors also can be done online at www.pharmacist.com/careers.cfm.

Finally, here are some additional suggested activities that will serve to supplement the *APhA Career Pathway Evaluation Program*.

- Observe a pharmacist in each of your areas of interest for a day.
- Review your profile exercises with a practicing pharmacist in each of the areas you are considering (obtain names through your alumni association, faculty, or state/national association).
- Attend a local or regional meeting of the associations or organizations that represent your selected specialties.
- Contact professional associations for additional information on the areas in which you are interested.
- Read professional journals or visit Web sites to keep abreast of current issues in different practice areas.
- Volunteer your time for 4 hours every month in a variety of pharmacy settings, and observe the practitioners at work. In 6 months, you can observe six approaches to the profession in just 24 hours.
- Explore postgraduate training in areas of interest.

Guide to Numerical Scales

Several exercises in the *APhA Career Pathway Evaluation Program* require you to use numerical ratings and calculations, which can be confusing because three different numerical scales are used.

The following scales are used in the exercises:

Rating Scale	Terminology	Exercise
A) 1 to 10	Rating	Critical Factors (Briefing Document)
B) 0 to 5	Weighting	Critical Factors (Briefing Document)
C) -5 to +5 -5 = least appropriate fit; +5 = most appropriate fit	Value	Decision Balance Sheet and Decision Matrix (Workshop Workbook and Follow-Up Materials)

Notes on the Scales:

- A. The scale from 1 to 10 is on a **continuum**. Rate your personal preferences on each critical factor.
- B. The 0 to 5 scale is used to assign a priority **weighting** to each critical factor.
- C. The -5 to +5 scale is used to place a **value** on each critical factor as it relates to a particular specialty in the Decision Balance Sheet exercises and Decision Matrix. You are providing a numerical “fit” for each factor: +5 means the factor “fits” you well and is of high value, while -5 means the factor provides little value or is a lower value “fit.”

These arbitrary scales are used to facilitate calculations. The calculated results of the exercises are designed to make preferences more visible and provide a comparison of options. They should **never be interpreted as a final decision**.

Note: If using the “Online Assessment Tool” to rate and weight critical factors, as in Exercises 5 and 6 in the Briefing Document, calculations are automatically done for you based on your input.

18. Pressure/Stress

How much pressure (dealing with crises, quickly interpreting medical/technical information) do you prefer in your work?

1 2 3 4 5 6 7 8 9 10
Prefer environment with no pressure Prefer high-pressure environment

19. Work Schedule

What type of work schedule do you prefer?

1 2 3 4 5 6 7 8 9 10
Can accept irregular and/or long hours Prefer regular, predictable hours

20. Part-Time Opportunities

How much opportunity do you want for working part-time hours?

1 2 3 4 5 6 7 8 9 10
No opportunity for part-time employment Many opportunities for part-time employment

21. Job-Sharing Opportunities

How much opportunity do you want for job-sharing of hours?

1 2 3 4 5 6 7 8 9 10
No opportunity for job-sharing Many opportunities for job-sharing

22. Exit/Re-entry Opportunities

How much opportunity do you want for exit/re-entry into the workforce?

1 2 3 4 5 6 7 8 9 10
No opportunity for exit/re-entry Many opportunities for exit/re-entry

23. Parental Leave Opportunities

How much opportunity do you want for parental leave?

1 2 3 4 5 6 7 8 9 10
No opportunity for parental leave Many opportunities for parental leave

24. Leisure/Family Time

To what extent do you want your work to allow free time for family/leisure activities?

1 2 3 4 5 6 7 8 9 10
No free time Want ample opportunity for free time

30. Income

How important is income to you (income that you feel compensates you for the work you do)?

1 2 3 4 5 6 7 8 9 10
Compensation level isn't very important but want a comfortable lifestyle A high-level compensation for work performed is very important

31. Benefits (vacation, health, retirement)

How important is the employee benefit package offered by your career choice?

1 2 3 4 5 6 7 8 9 10
Benefits aren't very important Benefits are very important

32. Geographic Location

How important is the ability to practice anywhere in the country versus being limited to one geographic area?

1 2 3 4 5 6 7 8 9 10
Limited to one location Can practice anywhere

33. Autonomy

How much autonomy in decision making and working independently do you want in your career choice?

1 2 3 4 5 6 7 8 9 10
No autonomy at all Total autonomy

34. Self-Worth

To what extent do you want your career choice to create self-worth through creating personal value and positive outcomes in your work?

1 2 3 4 5 6 7 8 9 10
Not needed Have strong need for self-worth

35. Future Focus

To what extent do you want your career choice to allow you to be focused on the future versus a focus only on immediate tasks?

1 2 3 4 5 6 7 8 9 10
Focus on immediate task Focus on future

36. Professional Prestige

To what extent do you want your career choice to provide you with the opportunity to become well known and/or prestigious in the pharmacy profession?

1 2 3 4 5 6 7 8 9 10
Not provided for Have strong desire for developing professional prestige

Weighting the Critical Factors

Review each of the critical factors and ask yourself how important each will be in making your career decision (i.e., how much weight each item will carry). For example, though you may prefer a flexible **work schedule**, this may carry less weight in your overall decision than your preference for **opportunity for advancement**.

Instructions:

1. For each critical factor in the following list, assign a priority weighting based on a scale of 0 to 5 (0 = not at all important; 5 = extremely important).
2. When you are finished, highlight the five critical factors that are most important to you in your career decision.

Note: If you are completing this exercise online, the program also will collect this information.

Priority Weighting	Critical Factors
	Interaction With Patients
	Conducting Physical Assessments
	Interpreting Laboratory Values
	Continuity of Relationships
	Helping People
	Collaboration With Other Professionals
	Educating Other Professionals
	Variety of Daily Activities
	Multiple Task Handling
	Problem Solving
	Focus on Expertise
	Innovative Thinking
	Applying Scientific Knowledge
	Applying Medical Knowledge
	Creating New Knowledge by Conducting Research
	Management/Supervision of Others
	Management/Supervision of a Business
	Pressure/Stress
	Work Schedule
	Part-Time Opportunities
	Job-Sharing Opportunities
	Exit/Re-entry Opportunities
	Parental Leave Opportunities
	Leisure/Family Time
	Job Security
	Opportunities for Advancement
	Opportunities for Leadership Development
	Community Prestige
	Professional Involvement
	Income
	Benefits (vacation, health, retirement)
	Geographic Location
	Autonomy
	Self-Worth
	Future Focus
	Professional Prestige
	Unique Practice Environment
	Advanced Degree
	Entrepreneurial Opportunity
	Additional Training
	Interaction With Colleagues
	Travel
	Writing
	Working With Teams
	“On Call”
	Work on Holidays
	Work on Weekends
	Presentations

Working the Critical Factors

The Critical Factors exercises are only the first steps in your self-assessment. To get the best results from this exercise, you should “work” the factors by asking yourself questions about each and trying to answer as many of these questions as you can.

By working the critical factors, you will develop an in-depth personal profile that is crucial to your decision making. The following questions for each critical factor are provided to stimulate your thinking. You should add any additional questions you think are important.

Interaction With Patients

1. How many hours a day do I want to spend with patients or members of the public?
2. What aspects of counseling patients or interacting with the public are most appealing to me?
3. What aspects of counseling patients or interacting with the public are least appealing to me?
4. What traits or characteristics best qualify me to work with patients or the public?
5. Are there topics about which I would not want to counsel patients or the public?
6. How will changes in the health care system affect the amount of time I spend with patients or the public?

Conducting Physical Assessments

1. What aspects of physical assessment most appeal to me?
2. What knowledge and skills do I currently have to do this activity?
3. What kind of training or education do I need to do this activity?
4. Do I prefer working directly with patients to help them monitor the outcomes of their therapy, or is that best left to someone else?

Interpreting Laboratory Values

1. What aspects of interpreting laboratory values most appeal to me?
2. What knowledge and skills do I currently have to do this activity?
3. What kind of training or education do I need to do this activity?

4. Do I prefer working directly with patients to help them monitor the outcomes of their therapy, or is that best left to someone else?

Continuity of Relationships

1. How involved do I want to be with patients or customers over an extended period of time?
2. What aspects of dealing with patients or customers over the short term/long term will be most satisfying to me?
3. What aspects of dealing with patients or customers over the short term/long term will be least satisfying to me?
4. What practice environments are most conducive to continuity of care?

Helping People

1. How important is it to me that I see direct benefits for patients in my work?
2. Have I found satisfaction in the past from working on projects where there was no direct impact on peoples' well-being?

Collaboration With Other Professionals

1. How much daily contact do I want to have with physicians and other health care professionals?
2. What type of contact would I prefer to have with these professionals (e.g., e-mail, in-person consulting, phone contact)?
3. What do I find appealing and unappealing about interacting with other health care professionals?
4. Do I prefer to assume a leadership role?

Educating Other Professionals

1. What aspects of educating other professionals are most appealing to me?
2. What aspects of educating other professionals are least appealing to me?
3. How much of my time do I want to devote to educating other professionals or students?

Variety of Daily Activities

1. Do I prefer to follow a routine or to have diversity in my work? That is, do I prefer similar work every day or a variety of tasks, activities, and experiences?
2. How would I categorize past jobs I've had in terms of repetitiveness versus variety? How satisfying has each been?
3. How will practice environments affect the diversity of my work?

Multiple Task Handling

1. Do I prefer to complete one task at a time, or do I like to juggle projects?
2. Am I able to do more than one task at a time and do the tasks well?

Problem Solving

1. Do I find satisfaction in working in areas that have proven solutions to problems?
2. Do I enjoy working in unexplored areas where I deal with problems with theoretical or untested solutions?

Focus of Expertise

1. Do I prefer to be a specialist or a generalist? That is, do I prefer to know a single area in depth or deal with a broader picture comprising several areas?
2. What specialty areas currently seem attractive to me?
3. Do I have an area of practice that I wish to specifically focus on (e.g., patient population, disease state)?

Innovative Thinking

1. How important to me is the opportunity to generate new techniques, approaches, or strategies?
2. Am I more comfortable following established ways of working or blazing new trails?
3. Do I look for creativity in my work? How would I define it?
4. What kinds of intellectual challenges (e.g., problem solving, analyzing, deducing) do I prefer?

Applying Scientific Knowledge

1. How important is it for me to use my scientific knowledge continuously in my work?
2. Was an interest in science one of the main attractions of pharmacy school for me?
3. Do I want to work in an area that requires less scientific knowledge and more business or academic skills?

Applying Medical Knowledge

1. How important is it for me to use my medical knowledge continuously in my work?
2. Was an interest in medicine one of the main attractions of pharmacy school for me?
3. Do I want to work in an area that requires less scientific/medical knowledge and more business or academic skills?

Creating New Knowledge by Conducting Research

1. How important is it for me to generate new ideas or be on the cutting edge in the activities I undertake?
2. Was an interest in research one of the main attractions of pharmacy school for me?
3. Do I want laboratory, computer, or patient care work to be my major focus?
4. Am I more comfortable blazing new trails or following what has already been done?

Management/Supervision of Others

1. How attracted am I to responsibilities of supervising others?
2. How involved do I want to be in daily activities of scheduling staff and managing personnel (employee management)?
3. How much do I know about motivating and supervising others?

Management/Supervision of a Business

1. How attracted am I to the risks and rewards of running my own business?
2. How involved do I want to be in daily activities of running a business (e.g., bookkeeping)?
3. How much do I really know about running or starting a business of my own?

Pressure/Stress

1. How well do I work under the following conditions?
 - Having time constraints and tight deadlines.
 - Having to make rapid decisions.
 - Having a continuous work overload.
 - Knowing my decisions may directly affect a patient's health.
2. If I'm working under pressure, how will it affect others close to me?
3. How will different practice environments affect my schedule?

Work Schedule

1. Do I prefer to work a regular shift, or can I accept irregular hours?
2. How well do I tolerate working different hours during any given week?
3. How will different practice environments affect my schedule?
4. Can I cope with irregular and unpredictable hours, or do I prefer a structured schedule?
How will my home life be affected by an irregular schedule?

Part-Time Opportunities

1. Do I prefer to work full time or part time?
2. Do I prefer to work a regular shift, or can I accept irregular hours?
3. What other commitments do I have that would necessitate my working part time?
4. Do I have established professional goals? If yes, can I achieve these goals working part time?
5. How will different practice environments affect my schedule?

Job-Sharing Opportunities

1. Is job-sharing a possibility that I would like to explore?
2. Do I understand how job-sharing impacts patient care?
3. Is there a need for job-sharing in any practice environments that interest me?

Exit/Re-entry Opportunities

1. Do I anticipate leaving the profession for a specific length of time?
2. Do I understand how one can re-enter practice once away from everyday activities?
3. Is there an opportunity for re-entry in any practice environments that interest me?

Parental Leave Opportunities

1. Do I anticipate requesting parental leave?
2. How long would I like to have for parental leave?
3. Does parental leave apply to both male and female employees?

Leisure/Family Time

1. How many hours a day, on average, do I prefer to work?
2. How important is free time to me? Do these free hours have to be regular and predictable?

Job Security

1. How important is it for me to know what my weekly/monthly salary will be?
2. How important is it for me to know what my future positions and earnings will be?
3. How much financial risk will those close to me tolerate? How might this change in the future?
4. How worried am I about competition from other pharmacists in my area of practice?
5. How much do I need to know about what the state of my practice will be in 5 years? In 10 years?

Opportunity for Advancement

1. Do I want to work within a structure where I will be able to advance to more challenging and responsible positions?
2. Is climbing a so-called “career ladder” important to me?

Opportunities for Leadership Development

1. Do I want to work within a structure where I will be able to attend professional meetings and participate in pharmacy organizations?
2. How important is participation in professional association activities to me?
3. Are there pharmacy leaders/mentors in particular practice settings where I wish to work?

Community Prestige

1. How important is local prestige to me?
2. How much recognition in the community do I need to feel satisfied?

Professional Involvement

1. How important is professional involvement to me?
2. How much recognition for my work in the pharmacy profession do I want?
3. Do I want others' opinions to affect my career choice, or am I concerned only that they respect my work?
4. Do I strive to hold elected or other office in my pharmacy organization(s)?

Income

1. How important is income to me? What level do I need to be comfortable? Does my spouse or significant other (if applicable) feel this income level is appropriate?
2. Have I set a long-range plan for myself to achieve a certain income level? Is this level realistic for the specialties I am considering?
3. What factors might influence how much money I want to earn? Some aspects to consider are caring for parents or in-laws, school loans, buying a home, etc.

Benefits (vacation, health, retirement)

1. How important is my benefit package to me? What level do I need to be comfortable?
2. Have I set a long-range plan for myself to achieve a certain retirement fund or other benefit-package level? Is this level realistic for the specialties I am considering?
3. What factors might influence the level of benefits I want? Some aspects to consider are caring for parents or in-laws, family time commitments, etc.

Geographic Location

1. How important is the ability to practice anywhere in the country? Am I limited to a geographic location?
2. Are there geographic locations I prefer to work? Prefer not to work?
3. Are there cost-of-living or other financial considerations limiting my geographic choices?

Autonomy

1. How much control do I like to have over my work? What level of supervision do I prefer to have?
2. Do I prefer to work independently or as part of a team?
3. Do I prefer being given the intended outcome and left to implement the project, or do I need to be given steps to follow?

Self-Worth

1. How much credit/recognition/feedback do I need to receive for my work to feel satisfied?
2. Do I have a high level of confidence in the quality of my work?
3. Do I consider myself an outgoing or a reserved individual?

Future Focus

1. Do I prefer being involved in planning activities/programs for the future, or do I prefer to deal with current issues?
2. Do I consider myself a visionary thinker?
3. Do I like having time to think about ways to improve situations or create new opportunities?
4. Do I accept or resist change?

Professional Prestige

1. How important is professional prestige to me?
2. How much recognition in the profession do I need to feel satisfied?
3. Do I want to become well known/respected within the profession?
4. Does where I practice affect the level of prestige I will receive?

Unique Practice Environment

1. Do I enjoy being on the cutting edge of pharmacy practice?
2. Am I someone who follows the general masses, or am I someone who likes to be involved in innovative activities?

Advanced Degree

1. How important is a graduate-level degree to my professional advancement?
2. Am I committed to obtaining additional education?
3. What will the return be to me professionally for getting the advanced degree? Are there financial implications?

Entrepreneurial Opportunity

1. How comfortable am I with taking risks?
2. Do I prefer working for myself or being an employee?
3. Am I willing to put the time into running my own business?
4. Do I enjoy doing nonclinical work (e.g., bookkeeping, finances)?
5. Do I have a plan for how I would make my business stand out from the competition?

Additional Training

1. Am I willing to get additional training to do activities contained within my career choice?
2. Will additional training provide me with the opportunity for professional growth and/or recognition?
3. Will additional training enhance my patient care skills or value to my chosen practice?
Will I be compensated for these additional skills?
4. How much time will it take to receive additional training, and am I willing to invest that time?

Interacting With Colleagues

1. How much time do I want to spend interacting with co-workers and/or colleagues?
2. What type of interaction am I looking for?
3. Will interacting with colleagues help with other factors that are important to me?

Travel

1. How much time do I want to spend traveling?
2. Are there specific locations where I would like to travel (domestic vs international)?
3. What percentage of my time do I want to travel?

Writing

1. How much time do I want to spend writing for work?
2. What type of writing do I prefer (documentation of work, creating articles)?
3. Is there a preference to write for professionals or patients?

Working With Teams

1. How much time do I want to spend working with teams?
2. Do I prefer to lead or follow in a team situation?
3. Do I prefer to get individual credit or team-based credit?

“On Call”

1. To what extent am I willing to be required to be “on call”?
2. How often am I willing to be “on call”?
3. Do I prefer to make the final decision and have people contact me at any time?

Work on Holidays

1. Are there specific holidays that I’m willing to work?
2. Are there specific holidays that I’m not willing to work?
3. Does the practice option I’m exploring have flexibility for holiday hours?

Work on Weekends

1. Am I willing to work 1 weekend a month?
2. Two weekends a month?
3. Every weekend and have off 3 days during the week?

Presentations

1. How much time do I want to spend giving verbal presentations?
2. Am I interested in presenting at local, state, or national meetings?
3. Does my career option provide opportunities that I desire for presentations?

Tools for Evaluating Career Options

Decision Balance Sheet

The Decision Balance Sheet exercise will help you evaluate the various career options you are considering in terms of the critical factors you identified and any other considerations important to you.

This activity will be useful to you after you have narrowed down your options and done some research on those options.

Before using the Decision Balance Sheet, make several copies so that you can repeat the activity as your interests and perceptions change.

Instructions:

1. Fill in the top of the Decision Balance Sheet with the **career options** you are considering seriously.
2. For each career option you listed, enter the **critical factors—both positive and negative**—that you feel are important in making your choice. For example, if entrepreneurial opportunity is something you definitely do NOT want in a career, you should list that factor as well as the positive factors on the balance sheet. When doing this exercise, refer to the critical factors identified in the workshop. Add any other considerations important to you.
3. Under the heading **“Comments,”** write your thoughts as to how each career option will measure up against each factor. In other words, will it provide what you want or not? If you find that you are uncertain about a given item, make a note of the information you need to seek out. Where applicable, separate your own (Self) needs and interests from those of family and spouse (Others). By doing so, you will have a fuller sense of the scope and significance of your decision.
4. Assign a **value** to each comment. Decide first whether a given career option represents a plus or a minus with regard to what you are looking for. Then assign each factor a specific value from -5 (least appropriate fit) to +5 (most appropriate fit). Where you do not know enough to assign a value, enter a question mark.
5. As a final step, review all the career options you have charted on the balance sheet and **compare the relative values** you have assigned. For example, if you have more pluses than minuses for a particular career option, it may be one you wish to consider seriously and explore further.

- a. Look for conflicting **comments** or **values**. Be rigorous regarding what you do and don't know about each area and make plans to fill the gaps in your knowledge.
 - b. If you have question marks, you may need to conduct more research.
6. When you have completed the balance sheet, you may want to review it with a faculty member or a counselor so that you can validate your perceptions of the various career options.

Decision Balance Sheet

Critical Factors (Self/Others)	Career Option: _____		Career Option: _____		Career Option: _____	
	Value*	Comments	Value*	Comments	Value*	Comments
Other Considerations (Self/Others)						

* -5 (least appropriate fit) to +5 (most appropriate fit)

Decision Balance Sheet

Critical Factors (Self/Others)	Career Option: _____		Career Option: _____		Career Option: _____	
	Value*	Comments	Value*	Comments	Value*	Comments
Other Considerations (Self/Others)						

* -5 (least appropriate fit) to +5 (most appropriate fit)

Decision Matrix

The Decision Matrix consolidates the many variables that will affect your career decisions. It enables you to summarize each career option you are considering and to make comparisons between your options.

The Decision Matrix uses the critical factors identified earlier, plus any other considerations you feel are important. Your appraisal of each career option will focus largely on the question: How well does it match my preferences for each critical factor? To make your assessment more valid, you will weight the factors before arriving at a summary score for each option.

Instructions to Complete Decision Matrix Online:

1. Go to www.pharmacist.com/careers.cfm and click on “Online Assessment Tool.”
2. Provide your ratings and weighting of critical factors.
3. Submit your information and refer to the list of career choices, based on your input.
4. Note that these career choices should be used as a guideline. More research should be conducted, based on your results.

Instructions to Manually Complete Decision Matrix:

1. Add to the list of critical factors across the top of the chart any other factors that you feel are important.
2. On the left side of the Decision Matrix, list the career options you are seriously considering.
3. In the row marked **“Weighting,”** fill in numbers from 0 to 5 (0 = not at all important; 5 = extremely important). You can refer to Exercise 6 in the Briefing Document.
4. The next step is to evaluate the components of each practice area by looking at the critical factors. Using your current knowledge of each practice area, work across the chart to assign a value from -5 (least appropriate fit) to +5 (most appropriate fit) for each of the critical factors and other considerations, as you did with the Decision Balance Sheet.

(For example: You might consider rating independent community pharmacy a +4 for “Helping People” because that practice area entails a large amount of interaction with patients. For “Opportunities for Advancement” you might consider a -3 because independent community pharmacists often are near or at the highest level position that can be achieved.)

Place your assigned number in the upper portion of the box.

5. Now multiply the value by the weighting. Put that number in the lower portion of the box. (For example, if “Job Security” is very important to you, you may have assigned it a weighting of 4. You know that establishing a pharmacy can be risky, so you assign it a value of -2. When multiplied, the total is -8.)
6. Complete each critical factor for each practice area in the same manner.
7. At the end of the line, total scores for each practice area (making sure to take into account the negative values).
8. Compare the totals. The practice areas with the highest scores may well be the likeliest ones for you, but be aware *that some negatives may be real disqualifiers and some positives may outweigh all the disadvantages in a way not reflected by the scales.*

Remember: The total scores you get provide a good basis for comparing options; they do not, however, yield a definitive career selection.

Tools for Evaluating Professional Experiences

Introduction

Your professional experiences offer valuable exposure to the day-to-day realities of certain career options. The information you gain during these experiences can help you make your career decisions.

The following exercises will help you gain the most from your professional experiences. Using what you have learned in the workshop—particularly in relation to the critical factors—you will be able to evaluate and draw conclusions from your experiences. Later, when it is time for you to make your career decision, you can refer to the information recorded on these forms.

The evaluation form is divided into two sections, both of which should be completed for each clerkship you enter. The **Pre-Professional Experience Evaluation** should be completed prior to entering each experience. It will provide you with some personal goals during the experience. These forms can be used with any type of rotation or experiential experience that you encounter.

The **Post-Professional Experience Evaluation** should be completed after each experience. It will help you properly assess your experience and determine areas in which you will need further information before making a final decision.

The more time you invest in appropriately evaluating each experience, the more objective and insightful your assessment and your final decision will be.

Pre-Professional Experience Evaluation

1. Career Option: _____

2. My top critical factors in terms of evaluating a career option (refer to the Briefing Document) are:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

3. What do I know (or assume to be true) about this career option as it relates to each of these critical factors?
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

4. What do I want to find out about each of these critical factors during the professional experience?
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

Post-Professional Experience Evaluation

1. Career Option: _____
2. My top critical factors in terms of evaluating a career option (refer to the Briefing Document) are:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
3. What did I learn about each of these critical factors during this professional experience?
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

Now compare your response to this question to your responses to questions 3 and 4 in the Pre-Professional Experience Evaluation:

- Note any differences between what you assumed to be true (question 3) before your professional experience and what you learned during the experience.
- Determine whether you received enough information to answer the questions you identified (question 4) before the experience.

4. What do I still need to find out about this career option with regard to each of these critical factors? Include thoughts on **how** and **where** you will get this information.

a) _____

b) _____

c) _____

d) _____

e) _____

5. What did I learn about the future of this career option, given current issues related to current health care?

6. What else did I learn or experience during this professional experience?

7. Right now I am interested in this career option: (place an X on the continuum)

| | | | | | | |

Not at all

Neutral

To a great degree

Pharmacy Career Decision Suggested Reading

- Baran RW, Shaw J, Crumlish K. Pharmacy student expectations for professional practice. *Managed Care Interface*. 1998;11:50–5.
- Bislew HD, Sorensen TD. Use of focus groups as a tool to enhance a pharmaceutical care practice. *J Am Pharm Assoc*. 2003;43:424–34.
- Boardman H, Fitzpatrick R. Self reported clinical pharmacist interventions under-estimate their input to patient care. *Pharm World Sci*. 2001;23:55–9.
- Bongard BA. Managing your career. *Imprint*. 1998;45:34–42, 62.
- Brown CM, Cantu R, Corbell Z, et al. Attitudes and interests of pharmacists regarding independent pharmacy ownership. *J Am Pharm Assoc*. 2007;47:174–80.
- Brown LM, Millionig MK, Rothholz MC, et al. Career pathways for pharmacists. *J Am Pharm Assoc*. 2003;43:459–62.
- Cline RR. Disequilibrium and human capital in pharmacy labor markets: evidence from four states. *J Am Pharm Assoc*. 2003;43:702–9.
- Cline RR, Mott DA. Job matching in pharmacy labor markets: a study in four states. *Pharm Res*. 2000;17:1537–45.
- Cobaugh DJ. Academia: a rewarding and critically important career path. *Am J Health Syst Pharm*. 2005;62:1204.
- Dickerson LM, Denham AM, Lynch T. The state of clinical pharmacy practice in family practice residency programs. *Fam Med*. 2002;34:653–7.
- Draugalis JR, DiPiro JT, Zeolla MM, et al. A career in academic pharmacy: opportunities, challenges, and rewards. *Am J Pharm Educ*. 2006;70:17.
- Gaither CA. Career commitment: a mediator of the effects of job stress on pharmacists' work-related attitudes. *J Am Pharm Assoc*. 1999;39:353–61.
- Ibarra H. How to stay stuck in the wrong career. *Harv Bus Rev*. 2002;80:40–7, 132.
- Kirtley JC. Job satisfaction top students' priority list. *J Am Pharm Assoc*. 2002;42:823–4.
- McPherson ML. Career awareness roundtable. *J Am Pharm Assoc*. 2000;40(suppl 1):S54–S55.
- Meyers S. Workforce. A difficult prescription to fill. Hospitals search for new solutions to relieve the pharmacist shortage. *Trustee*. 2003;56:24–6.

- Monosky KA. 2004 JEMS salary & workplace survey: data to plan business strategies & guide career moves. *J Emerg Med Serv.* 2004;29:46–69.
- Muijers PE, Knottnerus JA, Sijbrandij J, et al. Changing relationships: attitudes and opinions of general practitioners and pharmacists regarding the role of the community pharmacist. *Pharm World Sci.* 2003;25:235–41.
- Navarro A. A blueprint for career change when you don't know what you want to do. *Physician Exec.* 2004;30:18–21.
- Pedersen CA. The state of the pharmacy workforce. *J Am Pharm Assoc.* 2002;42:822–3.
- Posey LM. *Pharmacy: An Introduction to the Profession.* Washington, DC: American Pharmacists Association; 2003.
- Quiring V. Successfully navigating a career change. *J Am Pharm Assoc.* 2002;42(suppl 1):S46–S47.
- Reinders TP. *Pharmacy Professional's Guide to Résumés, CVs, & Interviewing.* 2nd ed. Washington, DC: American Pharmacists Association; 2006.
- Rhyne RL, Daniels ZM, VanLeit BJ, et al. Interdisciplinary health education and career choice in rural and underserved areas. *Med Educ.* 2006;40:504–13.
- Schommer JC, Brown LM, Millonig MK, et al. Career Pathways Evaluation Program: 2002 pharmacist profile survey. *Am J Pharm Educ.* 2003;67:79–81.
- Seiter RA, Richardson RF. Pharmacists' decision to undertake a mid-career residency. *J Am Pharm Assoc.* 1999;39:136–40.
- Selvam A. Pharmacist salaries. Growth industry. *Hosp Health News.* 2001;75:28, 30.
- Sorensen TD, Biebighauser SM. Pharmaceutical care leadership: an innovative pharmacy practice residency model. *J Am Pharm Assoc.* 2003;43:527–32.
- Springer RK. A test to evaluate your career. *Biomed Instrum Technol.* 2003;37:67–8.
- Sylvia LM. An advanced pharmacy practice experience in academia. *Am J Pharm Educ.* 2006;70:97.
- Vokey D. Developing your personal reference library. *Emerg Med Serv.* 2004;33:93–6.
- Walker SE, Schafermeyer KW, Rickert DR, et al. Opportunities for pharmacists as managers: perceptions of senior executives in the pharmaceutical industry. *J Am Pharm Assoc.* 1999;39:41–4.
- Warner K. Major career decisions: pursuing postgraduate training. *J Am Pharm Assoc.* 2001;41:798–9.
- White SJ. Integrating your personal life and career. *Am J Health Syst Pharm.* 2007;64:358–60.

Wilson JP, Wen LK. Influence of a nontraditional master's degree on graduates' career paths. *Am J Health Syst Pharm.* 2000;57:2196–201.