

Residency leading the way

Brodie-Anne Hose, Royal Hobart Hospital, Hobart, Tasmania, Australia

Background:

The Royal Hobart Hospital (RHH) pharmacy department commenced the residency program in November 2017 with 2 residents.

Aims:

To evaluate the impact of the residency program on the professional development of non-resident pharmacists at RHH.

Methods:

1

Anonymous, voluntary survey to evaluate staff attitudes pre- and post-commencement of the residency program

2

A 6 month pre- and post-commencement audit investigating the number of peer review performed and evaluators available to non-resident pharmacists

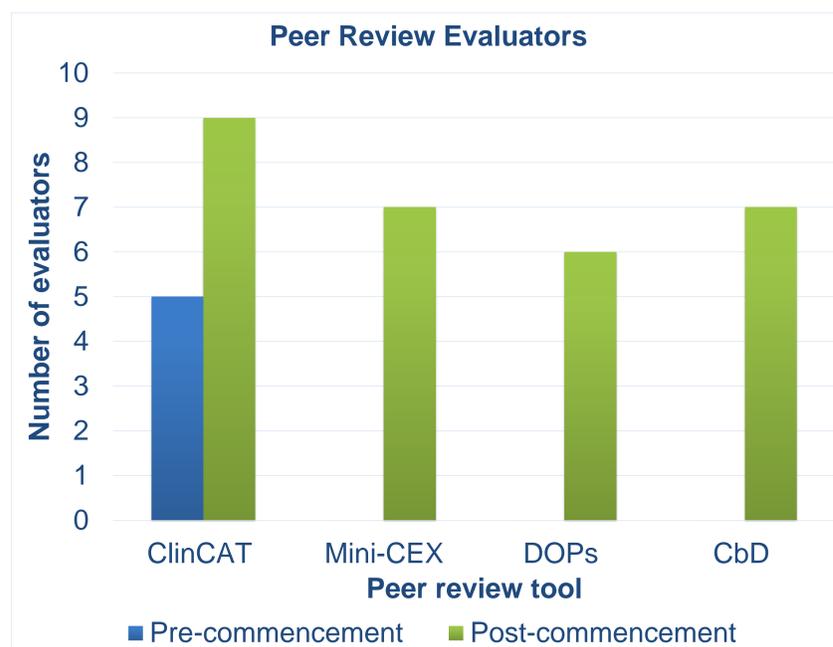
Results:

All staff were invited to participate in the pre- (n=39) and post- (n=31) commencement survey. The following trends were demonstrated:

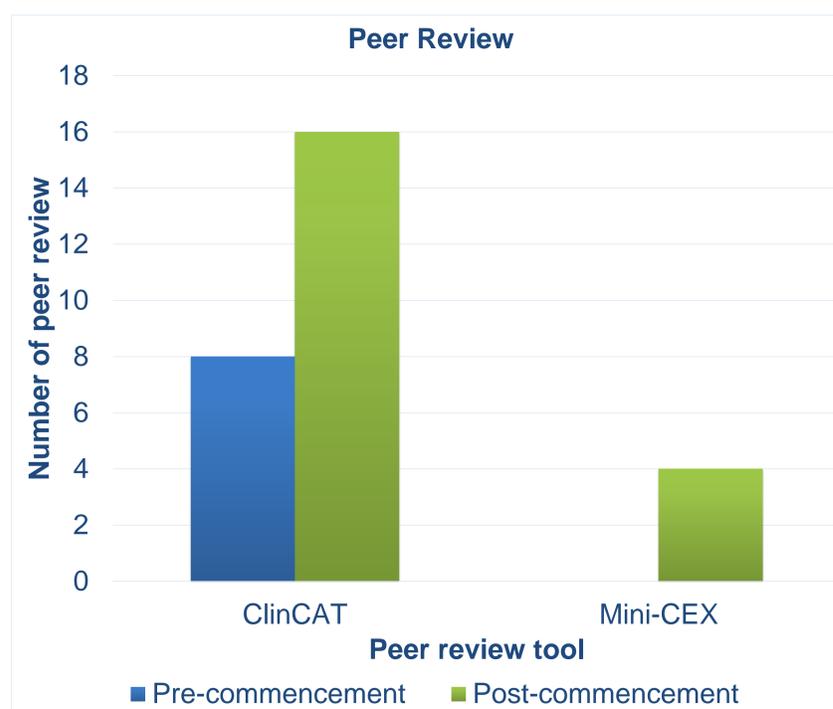
- ✓ An increase in staff's overall understanding of the residency program (56% to 74%)
- ✓ An increase in the belief that the pharmacy department offers adequate professional development opportunities (49% to 55%)
- ✓ An increase in the belief that the program will benefit both residents (85% to 90%) and the department as a whole (74% to 77%)

Results from the 6-month pre- (November 2016 to May 2017) and post- (November 2017 to May 2018) commencement audit of the residency program demonstrated:

- ✓ Non-resident pharmacists now have access to the following peer review tools via an expression of interest process: Case based Discussion (CbD), mini-Clinical Evaluation eXercise (mini-CEX), and Direct Observation of Practical Skills (DOPS).
- ✓ 7 non-resident pharmacists have expressed interest in being provided peer review using these tools, 4 of which have been facilitated.



✓ **Figure 1: An increase in the number of available trained peer review evaluators**



✓ **Figure 2: An increase in the number of peer review facilitated**

Conclusion:

There existed a risk that the residency program might be implemented at the expense of the professional development of non-resident pharmacists. In fact, it appears to be turbocharging the professional development of the department as a whole without leaving anyone behind.