

SJRMC Pharmacy Residency Learning Experiences

Experience	Required or Elective	Block or Longitudinal	Length in weeks	Site	Preceptor
Academia	Required	Longitudinal	54	FMC,Hospital, Universities	Ed Battjes, Lisa Ribble
Administration	Required	Longitudinal	54	Hospital	Jason Jablonski
Advanced Adult General Medicine	Required	Block	3	Hospital	Lisa Ribble
Ambulatory Pharmacotherapy	Required	Block	4	FMC	Ed Sheridan, Ed Battjes
Critical Care- Intro	Required	Block	2	Hospital	Tony Patterson
Critical Care- Focus	Required	Block	4	Hospital	Laura Gillespie
Longitudinal Patient Care (includes staffing and Nutrition Support)	Required	Longitudinal	26	Hospital	Lisa Ribble, Laura Gillespie, Tony Patterson, Brittany Spiller, Linda Lim
NICU/Pediatrics- Intro	Required	Block	2	Hospital	Brian Heckman
Nutrition Support- Intro	Required	Block	4	Hospital	Laura Gillespie
Pharmacokinetics- Intro	Required	Block	4	Hospital	Laura Gillespie
Orientation	Required	Block	3	Hospital	Ed Sheridan, Ed Battjes, Jason Stabnik, Lisa Ribble
Practice Management	Required	Longitudinal	54	Hospital	Ed Sheridan, Lisa Ribble
Residency Project	Required	Longitudinal (one week each quarter)	54	Hospital	Appropriate preceptor
Staffing- Intro	Required	Block	5	Hospital	Jason Stabnik
Transitions of care	Required	Longitudinal	54	Hospital	Lauren McNace
Cardiology	Elective	Block	4	Hospital	Tony Patterson
Global Health	Elective	Block	3	TBD	Lisa Ribble/Ed Sheridan
Infectious Disease	Elective	Block	4	Hospital	Laura Gillespie
NICU/Pediatrics	Elective	Block	4	Hospital	Brian Heckman

Example Structure/Sequencing of SJRMC Pharmacy Residency Learning Experiences

0.5	2											
06/17	06/19	Orientation										
3	4	5	6	7	8	9	10	11	12	13	14	15
06/26	07/03	07/10	07/17	07/24	07/31	08/07	08/14	08/21	08/28	09/04	09/11	09/18
Adult Medicine			Staffing- Intro					Nutrition Support- Intro				Project Week
Longitudinal Experiences: Academia, Administration, Practice Management, Project, Transitions of Care												
16	17	18	19	20	21	22	23	24	25	26	27	28
09/25	10/02	10/09	10/16	10/23	10/30	11/06	11/13	11/20	11/27	12/04	12/11	12/18
Pharmacokinetics Intro				Critical Care Intro		NICU-Peds Intro		Critical Core Focus		ASHP Midyear	Critical Core Focus	
Longitudinal Experiences: Academia, Administration, Practice Management, Project, Transitions of Care, Patient Care												
29	30	31	32	33	34	35	36	37	38	39	40	41
12/25	01/01	01/08	01/15	01/22	01/29	02/05	02/12	02/19	02/26	03/05	03/12	03/19
Project Week	PTO	Elective						Project Week	Elective			
Longitudinal Experiences: Academia, Administration, Practice Management, Project, Transitions of Care, Patient Care												
42	43	44	45	46	47	48	49	50	51	52	53	54
03/26	04/02	04/09	04/16	04/23	04/30	05/07	05/14	05/21	05/28	06/04	06/11	6/18
Ambulatory Pharmacotherapy				GLPC	CME	Project Week	PTO	Elective				
Longitudinal Experiences: Academia, Administration, Practice Management, Project, Transitions of Care												
0.5												
06/25												
Elective												

BLOCK ROTATION LEARNING DESCRIPTION EXAMPLE: ADULT MEDICINE

General Description:

The adult medicine experience is a 3 week experience. The Adult Medicine Service provides direct patient care for patients who are seen in conjunction with the medical resident service. The PGY-1 pharmacy resident will join the general medicine team for daily rounds which generally begin at 8:00am. The team consists of a chief resident (usually a third year), four or five other residents, two attending physicians, and a pharmacist. The medicine team may have anywhere from two to twenty patients on the service. This multi-disciplinary team discussion provides more complete direct patient care. Activities include identifying patients' current acute problems, goals, monitoring parameters and making recommendations. The pharmacist will also research and present drug information questions and actively participate during his/her assigned time M-F of the week. It is expected that the pharmacy resident be able to operate independently by the end of the experience.

The role of the pharmacist is: is to attend morning rounds with the medical attending staff to provide pharmacological based information for patients with a variety of disease states. This includes monitoring, analyzing, and applying knowledge via written and oral communication in healthcare team environment. This role mentors all residents and students who participate in the experience.

Training/ Milestones:

Week 1: The resident will attend FMC rounds with preceptor while the preceptor models patient electronic chart assessment, problem identification, potential interventions and recommendations. On the second day the resident will work up patients prior to rounds and review with preceptor after rounds to allow for collaborative discussion. Patients will then be discussed daily.

Week 2: The resident will attend rounds daily and the preceptor will attend 2-3 times this week for observation and support.

Week 3: The resident will attend rounds daily autonomously and will review patients with the preceptor daily. The initial part of training will focus on accurately identifying acuity of the patient problems, collecting disease and medication appropriate information (verbally and from the electronic chart), analyzing the data, creating a patient specific plan, making recommendations to other health care professionals, implementing of plans and reassessment of the plan with appropriate actions.

At the end of 3 weeks the resident will need to complete:

- Achievement in competency is what determines a trainee the ability to practice independently. To be considered "competent" in this rotation, the trainee must verbally give 10 patients to the preceptor that includes the pertinent information outlined in the tasks. *These patients will be signed by the preceptor and kept in the binder.*
- Each designated goal of this rotation must be checked / signed off
- Review of current literature - Below is a list of topics that will be covered during the experience.

Please note the 10 designated patients below along with diagnosis:

- 1
- 2
- 3
- 4
- 5

- 6
- 7
- 8
- 9
- 10

Feedback and Evaluations will be continuous during the course of this experience. There will be an informal face to face midpoint preceptor assessment and resident self- assessment. The end of rotation evaluations will also be discussed face to face. Within a week from the completion of the experience, the resident will complete a self- assessment, assessment of the rotation, assessment of the preceptor in pharmacademic; the preceptor will conduct a final summative assessment of the resident in pharmacademic.

GOALS/ Tasks To Complete	Competency Established		Additional COMMENTS	
	Reviewer To Date/Initial when Task/ Goal Completed	Patient Initials		
Obj R1.1.1 (Applying) Interact effectively with health care teams to manage patients medication therapy.				
Tasks: Resident interactions with other HCP are noted to be: <ul style="list-style-type: none"> o Cooperative, collaborative, communicative, and respectful o Develops skills in negotiation, conflict management, and consensus building o A patient advocate 				
Obj R1.1.3 (Analyzing) Collect information on which to base safe and effective medication therapy.				
Tasks: Resident can efficiently and appropriately identify- <ul style="list-style-type: none"> o patient demographics o Current medication lists (mar and Mar summary) o Labs/ including radiology / vitals/microbiology o Home med list o Physician/pharmacist/nursing progress notes o Forms Review o Meal assessment o I/O o Review past information in chart o MedMined alerts o Able to log onto MedMined website, filter alerts, isolate floors/units o Change password o Identifies the following functionalities: snooze, remove from queue, hide for me, hide for all, gold flag, blue flag o Identifies list of medications followed by MedMined o Identifies which alerts are followed on weekends vs. weekdays 		1		
			2	
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			4	
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Obj. R1.1.4 (Analyzing) Analyze and assess information on which to base safe and effective medication therapy.			
Tasks: ○ Identify labs that are out of range ○ Identify any labs need to be ordered for specific medications or disease states ○ Look for drug/drug interactions ○ Identify patient medications are correct dose for hepatic/renal function/age ○ Microbiology results when appropriate ○ Refers to the Renal Dosing Protocol for approved renally adjusted medications		1	
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		9	
		10	
Obj R1.15 (Creating) Design or redesign safe and effective patient –centered therapeutic regimens and monitoring plans (care plans)			
Tasks: ○ To accurately identify the acuity of the patients current problems ○ Plans are well thought out in consistent pattern,- current problem , current goal, current medications, current monitoring ○ Able to adjust patient care plan based on new information ○ EBM identified for current therapy/ recommendations ○ Assessing plan daily ○ Introduce the alert process ○ Discusses with HCP when an INR should be ordered ○ Address high or low K levels and notify HCP when needed (consider concomitant medications, K supplementation, Mg levels, primary fluids containing K, etc.)		1	
		2	
		3	
		4	
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		9	
		10	
€ Obj R1.1.6 (Applying) Ensure implementation of therapeutic regimens and monitoring plans (Care plans) by taking appropriate follow-up actions.			
Tasks: ○ EBM based ○ Recommendations are appropriately conveyed- verbally, over the phone, written ○ Identify and complete 2 recommendations/ week (verbally or written) ○ Address and provide 3 recommendations/week utilizing MedMined (document each recommendation in the table on page 6)		1	
		2	
		3	
		4	
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		6	
		7	
		8	
		9	
		10	

Obj R1.1.7 (Applying) document direct patient care activities appropriately in the medical record or where appropriate.			
<ul style="list-style-type: none"> ○ Effectively documents ERS physician round information in the adhoc system of electronic chart. ○ Documentation needs to include date, time, initials and short notation of current event. ○ Documents on MedMined alerts, which include initials and date 		1	
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		8	
		9	
		10	
€ Review of current EBM literature Tasks: <ul style="list-style-type: none"> ○ Most recently published guidelines of ○ Cardiology etiologies- Afib, MI ○ Stroke/ TIA ○ Pneumonias- HAP, CAP / HCAP ○ GOLD- COPD ○ Asthma ○ DVT prophylaxis ○ Diabetes- DKA ○ Others identified by preceptor/ resident ○ Utilizes primary and tertiary references for renally adjusted medication that are not included in the renal dosing protocol (ie: apixaban) 			

Please document below and discuss with preceptor #3 MedMined recommendations per week.

	Date	Patient's Initials	MRN	Alert Type	Preceptor's Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					

EXAMPLE LONGITUDINAL LEARNING DESCRIPTION: Longitudinal Practice Management, Administration, Project, Academia/Teaching Experience

General Description

The Practice Management, Administration, Project and Academia/Teaching experiences will happen over a 54 week period. These experiences have the potential to take place in conjunction with pharmacists practicing in both the inpatient and outpatient setting. All objectives for these experiences are denoted below.

All documented resident progress will take place face to face at the Monthly Resident Progress Meetings, Quarterly Midpoint in PharmAcademic and End Quarter PharmAcademic Assessment. Informal evaluations will be continuous during the course of this experience. The resident will complete a self-assessment, assessment of the rotation, assessment of the preceptor in pharmacademic; the preceptor will conduct a final summative assessment of the resident in pharmacademic.

Practice Management	
Site(s)	FMC, Hospital
Pharmacists role	The pharmacists will help facilitate, mentor and participate when discussing various methods of practice and utilization of management tools with the residents. The pharmacist will have a strategic time organizational method to maintain his/her practice.

The scope of practice and structure of pharmacy services is complex. There are many stakeholders and pharmacists must interact with a variety of health professionals on a daily basis. To be successful in this environment the pharmacist resident must gain expertise in managing his or her pharmacy practice. The pharmacy resident will be expected to explore generalities of practice management by reading books, reviewing articles and discussing these issues with preceptors. (Examples of topics include personal mission statement, time management, project management etc.) The pharmacy resident will have opportunities in all rotations to hone their ability to manage their practice and observe how the preceptor manages his or her practice. However, because some topics may not be experienced during the course of a specific rotation, practice management will have longitudinal components as weekly topics and as required projects as part of the longitudinal experience. The PGY-2 ambulatory care pharmacy resident assesses, revises, and maintains the longitudinal curriculum.

Administration	
Site(s)	FMC, Hospital
Pharmacists role	The pharmacy director/manager is responsible for oversight of all pharmacy related operations of the hospital. They are accountable for both the clinical and financial performance of the department.

A working administrative skill set is as important to a pharmacist as a patient care skill set. In this rotation, the PGY-1 pharmacy resident will develop his/her own department budget, great a business plan based in his/her perceived next practice and conduct a SWOT analysis as the first step to prioritizing a new initiative.

Residency Project	
Site(s)	FMC, Hospital
Pharmacists role	Review IRB submissions, guide residents in creating a timeline, and being available for residents to check in for progress meetings of their projects. Preceptors are also to review Great Lakes Pharmacy Residency Conference Slides, as well as review material for posters submitted for ASHP Midyear or other local, state, or national meetings. Preceptor is also to help guide resident on the creation of their manuscript..

The pharmacy resident will complete a pharmacy residency project that is either research or performance improvement based. The project will be relevant and useful to the respective site. The pharmacy resident will present the final project at Great Lakes Residency Conference in April (required) and at ASHP Midyear in December (if interim data is available). The

PGY-1 resident will take necessary steps during the course of the residency to publish the article in an appropriate journal. The PGY-2 resident is required to publish.

Past resident projects:

Pharmacy Medication Education Impact on Hospital Readmission Rates, Impact of Fair Balance Pharmacology Updates on Sources Family Medicine Residents Utilize to Obtain Information Regarding Medication, Continuous Quality Improvement Of Ambulatory Medication Safety: MIDAS Reporting, Opportunities To Serve The Underserved: A Hospital Based Medication Assistance Program, Prescription Methods Assessment Project (a multi-center, national, double dummy clinical trial), Evaluation Of A Pharmacist Managed Medication Review Clinic, Medication Reconciliation Failure Mode and Effect Analysis, Diabetes Group Visits, Antibiotic Stewardship, Team Based Learning in a family medicine residency program, increasing colorectal cancer screening through an informational mailer, multisite preceptor development, pharmacist involvement in obtaining NCQA certification, Global health training postgraduate pharmacy, Renal effects of vancomycin and pip/tazo, and REMS.

Academia/Teaching Experience	
Site(s)	FMC, Hospital, Manchester University, Purdue University
Pharmacists role	Teach didactic lectures and labs at Purdue and Manchester University Colleges of Pharmacy. Additionally, precept students from the respected colleges of pharmacy, in addition to precepting medical residents on rotation at the Family Medicine Center.

At the completion of this longitudinal experience, the pharmacy resident will be able to effectively and efficiently precept pharmacy students independently. The pharmacy resident will design, organize, and precept PharmD candidates for at least one complete APPE rotation. Additionally, the resident will evaluate the PharmD candidate and assist them in the self-evaluation process. By the end of this experience, the pharmacy resident will be able to effectively present didactic lectures to pharmacy students and family medicine resident physicians. The pharmacy resident will create, administer and grade examination questions for nursing or pharmacy students. The pharmacy resident will have met the requirements for the Indiana Pharmacy Resident Teaching Certification by completion of the residency program. (Patient education will be addressed on specific direct patient care rotations.)

Disease States:

A variety of disease states will be discussed in topic discussions and clinical learning sessions during didactics in both the practice management and academic experiences.

Preceptor Interaction/Communications:

The resident will need to set meetings at the beginning of each quarter to review the learning description with the responsible preceptor/faculty. A calendar will need to be presented or discussed at the beginning of each quarter.

Training/ Milestones:

Practice Management:

- Quarter 1: The resident will observe faculty modeling and actively participate in formal PM sessions. The resident will identify a MUE, Drug class evaluation and drug monograph to be completed by the end of the year. Actively self-evaluate your time management/ organizational skills.
- Quarter 2: The resident will observe faculty modeling, receive faculty coaching and actively participate in formal PM sessions. The resident identify and finalize a timeline for MUE, Drug class evaluation and drug monograph to be completed by the end of the year. Actively self-evaluate your time management/ organizational skills
- Quarter 3: The resident will Lead with coaching and actively participate in formal PM sessions. Progression of required MUE, Drug class evaluation and drug monograph to be completed by the end of the year will be assessed. Actively self-evaluate your time management/ organizational skills
- Quarter 4: The resident will independently facilitate and actively participate in formal PM sessions. If not done in prior quarter, the resident will complete his/her MUE, Drug class evaluation and drug monograph to be completed by the end of the year. Actively self-evaluate your time management/ organizational skills

Goal R 3.1 Demonstrate leadership skills.			
OBJ R3.1.1(Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership.			
<ul style="list-style-type: none"> ○ Will utilize/practice the following skills : initial brainstorming, compassionate listening of others, timely follow-up and ownership/accountability ○ The faculty will model self-assessment in major responsibilities. Additionally, description of the thought process of self-assessment will be part of the summative midpoint evaluation 			
OBJ R3.1.2 (Applying) Apply a process of on-going self-evaluation and personal performance improvement.			
<ul style="list-style-type: none"> ○ Will develop a self -evaluation system and discuss the self-evaluation quarterly with a preceptor 			
Goal R3.2 Demonstrate management skills.			
OBJ R 3.2.4 (Applying) Manages one’s own practice effectively.			
<ul style="list-style-type: none"> ○ Will reflect on organized readings and mentors within the profession regarding organization of practice ○ Will discuss two different techniques and skills attempted during this quarter. ○ Will develop a calendar prior to each focused experience to share with respective preceptors 			
PROJECT			
Goal R2.2 Demonstrate ability to evaluate and investigate practice, review data, and assimilate scientific evidence to improve patient care and/or the medication use system.			
OBJ 2.2.1 (Analyzing) Identify changes needed to improve patient care and/or the medication-use systems.			
<ul style="list-style-type: none"> ○ The resident will identify and define an area of need that can serve as the subject for the residency project. Also note the graduation responsibilities for PDCA cycle 			

OBJ 2.2.2 (Creating) Develop a plan to improve the patient care and/or medication-use			
<ul style="list-style-type: none"> ○ The resident will conduct a literature review to find published materials on how similar issues have been addressed. This background information will be presented to the preceptor. ○ The resident will develop a detailed plan to address to impact the area of need, as well as a detailed timeline for implementation, collection tool, evaluation, presentation, and publication 			
ADMINISTRATION			
Goal R3.2 Demonstrate management skills.			
OBJ 3.2.1 (Understanding) Explain factors that influence departmental planning.			
<ul style="list-style-type: none"> ○ Will participate in major departmental and hospital-wide process changes ○ Will discuss JACAHO, ASHP best practices, budget preparation with the pharmacy director 			
OBJ R 3.2.2 (Understanding) Explain the elements of the pharmacy enterprise and their relationship to the healthcare system.			
<ul style="list-style-type: none"> ○ Will participate in major departmental and hospital-wide process changes ○ Will discuss JACAHO, ASHP best practices, budget preparation with the pharmacy director. 			
ACADEMIA/TEACHING EXPERIENCE			
Goal R4.1: Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups).			
Obj R4.1.2 (Applying) Use effective presentation and teaching skills to deliver education.			
<ul style="list-style-type: none"> ○ Will create teaching philosophy. Will summarize resident approach to building rapport with learners. Will ensure the content and delivery of any education is commensurate with a pharmacy residency graduate. Will conduct enough educational opportunities to qualify for IPTeC. Identify areas of strength and areas targeted for improvement after completing several teaching tasks. 			

OBJ R4.1.3 (Applying) Use effective written communication to disseminate knowledge.			
Will identify four formal drug information questions throughout the residency year. Will discuss with the preceptor the open ended questions utilized, the process of obtaining, retrieving, evaluating and the clinical relevance of the literature. Will share, discuss and self-evaluate with the preceptor the communication method (oral/written) that was used to relay the information answer.			
OBJ R 4.1.4 (Applying) Appropriately assess effectiveness of education.			
Will outline assessment requirements for APPE rotation in rotation description. Will Submit exam questions for all assigned lectures. Will Discuss student performance on exam questions and explain how to improve future questions. Gives timely, honest, helpful, kind feedback to students, colleagues, faculty and patients in a supportive manner			
Goal R4.2: Effectively employs appropriate preceptors' roles when engaged in teaching (e.g., students, pharmacy technicians, or other health care professionals).			
OBJ R4.2.1 (Analyzing) When engaged in teaching, select a preceptors' role that meets learners' educational needs.			
Will read Bloom's taxonomy on the different levels of learners. Will Provide example to preceptor of when each role and what type of learner.			
OBJ R4.2.2(Applying) Effectively employ preceptor roles, as appropriate.			
Will be directly observed using the different preceptor roles. Will also reflect with faculty when different roles have been used in situations not directly observed.			

Quarter 2

PRACTICE MANAGEMENT			
Goal R2.1 Demonstrate ability to manage formulary and medication-use processes, as applicable to the organization.	Competency Established		Additional COMMENTS
OBJ R2.1.1 (Creating) Prepare a drug class review, monograph, treatment guideline, or protocol.			
Attend a didactic on the development of MUM, drug class evaluation, and drug monograph. An MUM, drug class evaluation, and drug monograph needs to be completed by the end of the year. This will be monitored with the rest of the graduation requirements.			
OBJ 2.1.2(Applying) Participate in a medication-use evaluation.			
<ul style="list-style-type: none"> o Progress Reviewed: An MUM, drug class evaluation, and drug monograph needs to be completed by the end of the year. This will be monitored with the rest of the graduation requirements. 			
OBJ R 2.1.4 (Applying) Participate in medication event reporting and monitoring.			
Will schedule a session with our ADR and Medication Error Report individuals to learn more about our reporting process			
Goal R3.1: Demonstrate leadership skills.			
OBJ R 3.1.1. (Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership.			
Will demonstrate reflection and self-assessment in daily activities and responsibilities. The resident Will conduct formative and summative self-assessments			
OBJ R 3.1.2 (Applying) Apply a process of on-going self-evaluation and personal performance improvement.			
Will develop a self -evaluation system and discuss the self-evaluation quarterly with a preceptor			

PROJECT			
Goal R2.2: Demonstrate ability to evaluate and investigate practice, review data, and assimilate scientific evidence to improve patient care and/or the medication use system.			
OBJ 2.2.3 (Applying) Implement changes to improve patient care and/or the medication-use system.			
<ul style="list-style-type: none"> o Resident successfully implements the change in an organized fashion with Clear communication to those involved or affected 			
ADMINISTRATION			
Goal R3.2 Demonstrate management skills.			
OBJ R 3.2.1 (Understanding) Explain factors that influence departmental planning.			
Will participate in major departmental and hospital-wide process changes Will discuss JACAHO, ASHP best practices, budget preparation with the pharmacy director.			
OBJ R 3.2.2 (Understanding) Explain the elements of the pharmacy enterprise and their relationship to the healthcare system.			
Will participate in major departmental and hospital-wide process changes Will discuss JACAHO, ASHP best practices, budget preparation with the pharmacy director.			
OBJ R 3.2.3 (Applying) Contribute to departmental management.			
Will prepare a budget Will discuss with the director staff development, staff training, scorecard development/use, employee evaluation system, discipline and corrective action process,			

ACADEMIA/TEACHING EXPERIENCE			
Goal R4.1: Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups).			
Obj R4.1.2 (Applying) Use effective presentation and teaching skills to deliver education.			
<ul style="list-style-type: none"> ○ Will create teaching philosophy. Will summarize resident approach to building rapport with learners. Will ensure the content and delivery of any education is commensurate with a pharmacy residency graduate. Will conduct enough educational opportunities to qualify for IPTeC. Identify areas of strength and areas targeted for improvement after completing several teaching tasks. 			
OBJ R4.1.3 (Applying) Use effective written communication to disseminate knowledge.			
Will identify four formal drug information questions throughout the residency year. Will discuss with the preceptor the open ended questions utilized, the process of obtaining, retrieving, evaluating and the clinical relevance of the literature.			
OBJ R 4.1.4 (Applying) Appropriately assess effectiveness of education.			
Will share, discuss and self-evaluate with the preceptor the communication method (oral/written) that was used to relay the information answer.			
Goal R4.2: Effectively employs appropriate preceptors' roles when engaged in teaching (e.g., students, pharmacy technicians, or other health care professionals).			
OBJ R4.2.1 (Analyzing) When engaged in teaching, select a preceptors' role that meets learners' educational needs.			
Will read Bloom's taxonomy on the different levels of learners. Will Provide example to preceptor of when each role and what type of learner.			
OBJ R4.2.2(Applying) Effectively employ preceptor roles, as appropriate.			
Will be directly observed using the different preceptor roles. Will also reflect with faculty when different roles have been used in situations not directly observed.			

Quarter 3

PRACTICE MANAGEMENT			
Goal R2.1 Demonstrate ability to manage formulary and medication-use processes, as applicable to the organization.	Competency Established		Additional COMMENTS
OBJ R2.1.1 (Creating) Prepare a drug class review, monograph, treatment guideline, or protocol.			
Progress Reviewed: An MUM, drug class evaluation, and drug monograph needs to be completed by the end of the year. This will be monitored with the rest of the graduation requirements.			
OBJ 2.1.2(Applying) Participate in a medication-use evaluation.			
<ul style="list-style-type: none"> o Progress Reviewed: An MUM, drug class evaluation, and drug monograph needs to be completed by the end of the year. This will be monitored with the rest of the graduation requirements. 			
OBJ R 2.1.3(Analyzing) Identify opportunities for improvement of the medication-use system.			
Will have identified a MUE, time lined a resolution and work on implementation at this point			
Goal R3.1: Demonstrate leadership skills.			
OBJ R 3.1.2 (Applying) Apply a process of on-going self-evaluation and personal performance improvement.			
Will re-evaluate the self-evaluation process and modify as necessary.			
Goal R 3.2 Demonstrate management skills.			
OBJ R 3.2.4 (Applying) Manages one’s own practice effectively.			
Will reflect on organized readings and mentors within the profession regarding organization of practice Will discuss two additional different techniques and skills attempted during this quarter. Will develop a calendar prior to each focused experience to share with respective preceptors			

PROJECT			
Goal R2.2: Demonstrate ability to evaluate and investigate practice, review data, and assimilate scientific evidence to improve patient care and/or the medication use system.			
OBJ 2.2.1 (Analyzing) Identify changes needed to improve patient care and/or the medication-use systems.			
<ul style="list-style-type: none"> o The resident will identify and define an area of need that can serve as the subject for the residency project. Also note the graduation responsibilities for PDCA cycles. 			
OBJ R 2.2.4 (Evaluating) Assess changes made to improve patient care or the medication-use system			
The resident will present results of the intervention as well as next steps for maintenance or further improvements			
ADMINISTRATION			
Goal R3.2 Demonstrate management skills.			
OBJ R 3.2.1 (Understanding) Explain factors that influence departmental planning.			
Will participate in major departmental and hospital-wide process changes Will discuss JACAHO, ASHP best practices, budget preparation with the pharmacy director.			
OBJ R 3.2.2 (Understanding) Explain the elements of the pharmacy enterprise and their relationship to the healthcare system.			
Will participate in major departmental and hospital-wide process changes Will discuss JACAHO, ASHP best practices, budget preparation with the pharmacy director.			
OBJ R 3.2.3 (Applying) Contribute to departmental management.			
Will prepare a budget Will discuss with the director staff development, staff training, scorecard development/use, employee evaluation system, discipline and corrective action process,			

ACADEMIA/TEACHING EXPERIENCE			
Goal R4.1: Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups).			
OBJ R 4.1.1.(Applying) Design effective educational activities.			
<ul style="list-style-type: none"> Will develop rotation description for APPE students. Will design a rotation schedule that allows the presence of the majority of his/her colleagues. Will incorporate (and discuss with preceptor) more than one educational tool / assignment approach in the following settings: small group discussion, classroom didactic session, Will implement techniques to differentiate between education targeting patients, medical residents, medical students and pharmacy students. Discuss these techniques with preceptor. Will discuss with preceptor the resident's approach to selecting breadth and depth of information necessary for various teaching settings. 			
Obj R4.1.2 (Applying) Use effective presentation and teaching skills to deliver education.			
<ul style="list-style-type: none"> Will create teaching philosophy. Will summarize resident approach to building rapport with learners. Will ensure the content and delivery of any education is commensurate with a pharmacy residency graduate. Will conduct enough educational opportunities to qualify for IPTeC. Identify areas of strength and areas targeted for improvement after completing several teaching tasks. 			
OBJ R4.1.3 (Applying) Use effective written communication to disseminate knowledge.			
Will identify four formal drug information questions throughout the residency year. Will discuss with the preceptor the open ended questions utilized, the process of obtaining, retrieving, evaluating and the clinical relevance of the literature.			
OBJ R 4.1.4 (Applying) Appropriately assess effectiveness of education.			
Will share, discuss and self-evaluate with the preceptor the communication method (oral/written) that was used to relay the information answer.			

Goal R4.2: Effectively employs appropriate preceptors' roles when engaged in teaching (e.g., students, pharmacy technicians, or other health care professionals).			
OBJ R4.2.1 (Analyzing) When engaged in teaching, select a preceptors' role that meets learners' educational needs.			
Will read Bloom's taxonomy on the different levels of learners. Will Provide example to preceptor of when each role and what type of learner.			
OBJ R4.2.2(Applying) Effectively employ preceptor roles, as appropriate.			
Will be directly observed using the different preceptor roles. Will also reflect with faculty when different roles have been used in situations not directly observed.			

Quarter 4

PRACTICE MANAGEMENT			
Goal R2.1 Demonstrate ability to manage formulary and medication-use processes, as applicable to the organization.	Competency Established		Additional COMMENTS
OBJ R2.1.1 (Creating) Prepare a drug class review, monograph, treatment guideline, or protocol.			
Progress Reviewed: An MUM, drug class evaluation, and drug monograph needs to be completed by the end of the year. This will be monitored with the rest of the graduation requirements.			
OBJ 2.1.2(Applying) Participate in a medication-use evaluation.			
Progress Reviewed: An MUM, drug class evaluation, and drug monograph needs to be completed by the end of the year. This will be monitored with the rest of the graduation requirements.			
Goal R3.1: Demonstrate leadership skills.			
OBJ R 3.1.1 (Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership.			
Will demonstrate reflection and self-assessment in daily activities and responsibilities. The resident Will conduct formative and summative self-assessments			

OBJ R 3.1.2 (Applying) Apply a process of on-going self-evaluation and personal performance improvement.			
Will re-evaluate the self-evaluation process and modify as necessary.			
Goal R 3.2 Demonstrate management skills.			
OBJ R 3.2.4 (Applying) Manages one's own practice effectively.			
Will reflect on organized readings and mentors within the profession regarding organization of practice Will discuss different techniques and skills attempted during the residency year Will develop a calendar prior to each focused experience to share with respective preceptors			
PROJECT			
Goal R2.2: Demonstrate ability to evaluate and investigate practice, review data, and assimilate scientific evidence to improve patient care and/or the medication use system.			
OBJ 2.2.2 (Creating) Develop a plan to improve the patient care and/or medication-use system.			
<ul style="list-style-type: none"> o The resident will conduct a literature review to find published materials on how similar issues have been addressed. This background information will be presented to the preceptor. The resident will develop a detailed plan to address to impact the area of need, as well as a detailed timeline for implementation, collection tool, evaluation, presentation, and publication 			
OBJ R 2.2.4 (Evaluating) Assess changes made to improve patient care or the medication-use system			
The resident will present results of the intervention as well as next steps for maintenance or further improvements			
OBJ R 2.2.5(Creating) Effectively develop and present, orally and in writing, a final project report.			
Will successfully present the project to GLPRC or SJRMC. will write a manuscript of the project based on the requirements of the journal to which it will be submitted. By May 1st			

ADMINISTRATION			
Goal R3.2 Demonstrate management skills.			
OBJ R 3.2.1 (Understanding) Explain factors that influence departmental planning.			
Will participate in major departmental and hospital-wide process changes Will discuss JACAHO, ASHP best practices, budget preparation with the pharmacy director.			
OBJ R 3.2.2 (Understanding) Explain the elements of the pharmacy enterprise and their relationship to the healthcare system.			
Will participate in major departmental and hospital-wide process changes Will discuss JCAHO, ASHP best practices, budget preparation with the pharmacy director.			
OBJ R 3.2.3 (Applying) Contribute to departmental management.			
Will prepare a budget Will discuss with the director staff development, staff training, scorecard development/use, employee evaluation system, discipline and corrective action process,			
OBJ R 3.2.4 (Applying) Manages one's own practice effectively.			
Will reflect on organized readings and mentors within the profession regarding organization of practice Will discuss different techniques and skills attempted during the residency year			
ACADEMIA/TEACHING EXPERIENCE			
Goal R4.1: Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups).			
OBJ R 4.1.4 (Applying) Appropriately assess effectiveness of education.			
Will Outline assessment requirements for APPE rotation in rotation description. Will Submit exam questions for all assigned lectures. Will Discuss student performance on exam questions and explain how to improve future questions. Gives timely, honest, helpful, kind feedback to students, colleagues, faculty and patients in a supportive manner			

Goal R4.2: Effectively employs appropriate preceptors' roles when engaged in teaching (e.g., students, pharmacy technicians, or other health care professionals).			
OBJ R4.2.1 (Analyzing) When engaged in teaching, select a preceptors' role that meets learners' educational needs.			
Will read Bloom's taxonomy on the different levels of learners. Will Provide example to preceptor of when each role and what type of learner.			
OBJ R4.2.2(Applying) Effectively employ preceptor roles, as appropriate.			
Will be directly observed using the different preceptor roles. Will also reflect with faculty when different roles have been used in situations not directly observed.			