

PROFESSIONAL DEVELOPMENT

Pharmacy Practice Residency Veteran Affairs Southern Oregon Rehabilitation Center and Clinics – White City, OR

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Background & Rotation Description:

The Pharmacy Practice resident (PGY-1) will be introduced to skills needed to improve the medication-use system as well as patient care within the settings of VA-SORCC. The resident will actively identify areas throughout the facility or on a patient care level which have a need or would benefit from change, leading to development and implementation of processes to achieve the desired outcomes. Over the course of the 12 month learning experience, the resident will participate in a variety of meetings which encompass facility and VISN level processes or program improvement and policy changes. By the end of the learning experience residents will have an understanding of how to coordinate and execute events or meetings to disseminate knowledge and communication. This learning experience also ensures the resident acquires practice in Medication Use Evaluation (MUE), policy/protocol design, a drug monograph, ongoing self-reflection, error reporting, and precepting.

Time management, planning, and coordination skills will be essential for the resident to complete required tasks of this learning experience while maintaining an appropriate work-life balance & foster resiliency. The resident will also spend time interacting with members of leadership, colleagues, and a variety of interprofessional teams. Through gaining experience communicating and working alongside other care team disciplines and leaders, this rotation fosters necessary skills regarding interdisciplinary teamwork. Presentation skills will also be honed as the resident presents to an array of audiences including Veterans, students, pharmacy staff, and other healthcare workers.

The Professional Development learning experience will comprise Required Outcomes taken from the ASHP Residency Learning System. Each Outcome has associated Goals and Objectives that will be used to guide the resident learning experience.

The VA-SORCC Pharmacist (Preceptor) is responsible for:

- Identifying areas of need surrounding patient care and the medication use system
- Collaborating with other health care professionals to achieve designated outcomes utilizing their pharmacotherapy expertise
- Reporting errors including those with medications in the setting of a facility which promotes Just Culture
- Participating in facility and VISN level committees or meetings
- Contributing to policy, protocol, program, or procedural design
- Displaying utmost professionalism as a representative of the pharmacy team & VA healthcare system

The pharmacy resident is responsible for:

- Reviewing and meeting the goals and objectives of this rotation/fulfilling outlined requirements to demonstrate competence
- Understanding the healthcare system design in regards to policy and managing programs
- Display knowledge of safe medication use systems and abide by VA and pharmacy standards
- Acting in a responsible and professional manner as a representative of the pharmacy team & VA healthcare system

Length/Site: Year-long longitudinal

Hours: Variable and often time is spent outside of core/weekly learning experience work hours

Required Outcomes and Educational Goals/Objectives:

Year-Long Longitudinal Rotation Experience:

Goals and Objectives	Activities	
<i>Competency Area R1</i>	<i>Patient care</i>	
Goal R1.3	Prepare, dispense, and manage medications to support safe and effective drug therapy for patients	
Objective R1.3.2	(Applying) Manage aspects of the medication-use process related to formulary management	Completion of required monthly FER/PADR reviews
<i>Competency Area R2</i>	<i>Advancing Practice and Improving Patient Care</i>	
Goal R2.1	Demonstrate ability to manage formulary and medication-use processes, as applicable to the organization	
Objective R2.1.1	(Creating) Prepare a drug class review, monograph, treatment guideline, or protocol	Develop an informational or procedural project that will inform policy at the facility level
Objective R2.1.2	(Applying) Participate in a medication-use evaluation	Participate in a Medication Use Evaluation (MUE) process at VA SORCC and present to P&T or other appropriate facility level meeting(s)
Objective R2.1.3	(Analyzing) Identify opportunities for improvement of the medication-use system	Analyzing Identify changes needed to improve patient care and/or the medication-use system by designing/coordinating Veteran health event/educations

Objective R2.1.4	(Applying) Participate in medication event reporting and monitoring	Enter a report into JPSR when appropriate, review reports and discuss with Medication Mishap Team (MMT)
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	
Objective R2.2.1	(Analyzing) Identify changes needed to improve patient care and/or the medication-use system	Medication reconciliation between primary care & community care visit, hospitalization, or transition from Assisted Living Facility (ALF)/ Skilled Nursing Facility (SNF) are completed and documented in timely fashion. Place consults for other disciplines if needed. Mitigate care among various providers including in the General Medicine setting.
Objective R2.2.2	(Creating) Develop a plan to improve the patient care and/or the medication-use system	Develop a plan to improve the patient care and/or the medication-use system by designing/coordinating Veteran health event/educations
Competency Area R3	Leadership and Management	
Goal R3.1	Demonstrate leadership skills	
Objective R3.1.1	(Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership	Arrange & direct CPS interdisciplinary team member meetings to demonstrate interpersonal & teamwork skills for effective leadership
Objective R3.1.2	(Applying) Apply a process of on-going self-evaluation and personal performance improvement	Utilize self-reflection to plan for future improvement and success at quarterly development reviews
Goal R3.2	Demonstrate management skills	
Objective R3.2.4	(Applying) Manages one's own practice effectively	Demonstrates time management skills by complying with duty hours policy
Competency Area R4	Teaching, Education, and Dissemination of Knowledge	
Goal R4.1	Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups)	
Objective R4.1.1	(Applying) Design effective educational activities	Incorporates effective educational activities for required presentations over the course of the year (continuing education, patient class/educations, staff meetings, journal clubs, etc.)

Objective R4.1.2	(Applying) Use effective presentation and teaching skills to deliver education	Displays effective presentation & teaching skills for required presentations over the course of the year (continuing education, patient class/educations, staff meetings, journal clubs, etc.)
Objective R4.1.3	(Applying) Use effective written communication to disseminate knowledge	Displays effective written communication such as handouts, powerpoints, email or other platforms for required presentations over the course of the year (continuing education, patient class/educations, staff meetings, journal clubs, etc.)
Objective R4.1.4	(Applying) Appropriately assess effectiveness of education	Assesses effectiveness of presentation & teaching skills via survey/before & after knowledge assessments, or audience input for required presentations over the course of the year (continuing education, patient class/educations, staff meetings, journal clubs, etc.)
Goal R4.2	Effectively employs appropriate preceptor roles when engaged in teaching students, pharmacy technicians or fellow health care professionals	
Objective R4.2.1	(Analyzing) When engaged in teaching, select a preceptor role that meets learners' educational needs	When appropriate resident selects appropriate preceptor roles for incoming APPE students by demonstrating modeling, coaching, and indirect oversight of student orientation, student presentations, or other student activities
Objective R4.2.2	(Applying) Effectively employ preceptor roles, as appropriate	When appropriate resident employs preceptor roles for incoming APPE students by demonstrating modeling, coaching, and indirect oversight of student orientation, student presentations, or other student activities

Expectations of the Resident, Rotation, & Preceptor

Upon completion of this rotation, the resident should be able to:

- 1) Demonstrate a viable role as well-rounded clinical pharmacist associated with the following:
 - a. Understand the clinical pharmacist role pertaining to policy, procedure, or protocol design related to the medication-use system.
 - b. Design and employ presentations for a various target audiences.
 - c. Understand the importance of medication use evaluations (MUE) and demonstrate experience of completing a MUE.
 - d. Recognize formulary processes at a system level and the impact formulary has on the medication-use system.
 - e. Participate on a facility level in identifying changes & implementing changes to improve patient care and/or the medication-use system.
 - f. Complete incident reports and adverse drug reports for any event noted in the monitoring of patients.
 - g. Exhibit time management and systematic skills which are applicable throughout multiple facets of life and ongoing career.

2) Review and be familiar with the following resources:

- a. Medical Center Memorandums (MCM)
- b. Pharmacy Policies and Procedures (P&P)
- c. VISN 20 Policy Memorandums
- d. SORCC/VA National Formulary
- e. ASHP PGY-1 Pharmacy Residency Standards including Competency Areas, Goals, Objectives (CAGOs) and duty hour requirements

Rotation Specific Topics : Common topics in which the resident will be expected to gain proficiency through literature review, topic discussion, and/or direct patient care experience including, but not limited to:

- Safe medication use
- Patient safety
- Criteria for use
- Formulary management
- Medication error reporting
- Appropriate documentation in electronic medical record
- Presentation skills
- Critical thinking
- Precepting & teaching
- Interdisciplinary communication & teamwork

Tentative Schedule Outline & Requirements: (customized to resident goals, strengths, and areas of improvement)

Quarter 1: Demonstrates strategic planning & design to achieve outline CAGOs. This includes having an outline of expected upcoming presentations, self-evaluation surrounding goals, strengths, areas of improvement, and balancing residency workload with life to promote overall wellbeing. Also meeting quarterly expectations of error reporting, formulary management, and duty hours tracking.

Quarter 2: An appropriate amount of activities (40-50%) have been completed or are in process after the residency half-way mark. Continuing to review & complete self-evaluation surrounding goals, strengths, areas of improvement, and balancing residency workload with life to promote overall wellbeing. Also meeting quarterly expectations of error reporting, formulary management, and duty hours tracking.

Quarter 3: An appropriate amount of progress and activities (65-75%) have been completed or are in adequate process 9 months into the residency program. Continued self-evaluation surrounding goals, strengths, areas of improvement, and balancing residency workload with life to promote overall wellbeing. Also meeting quarterly expectations of error reporting, formulary management, and duty hours tracking.

Final Review: Completion of all residency program requirements to meet Achieved for Residency (ACH-R)

Preceptor Interaction & Role: Monthly & Quarterly Interaction

Expected progression of resident responsibility on this learning experience:

- Quarter 1:** Preceptor to review residency learning activities and expectations with resident; resident begins to plan and execute activities related to required CAGOs with oversight of the preceptor (primarily **direct instruction**/shadowing)
- Quarter 2:** Resident is able to display level of responsibility & time management by ensuring they are on track to meet expected CAGOs (preceptor utilizing **modeling & coaching**).
- Quarter 3:** Resident is able to manage self and meeting expected CAGOs with little oversight (**facilitating** the resident to self-direct & manage own time)
- Final:** Resident to function independently and demonstrate skills to function as a well-rounded pharmacist at a facility level which they can apply throughout their career (**facilitating** as needed by the resident).

The length of time a preceptor spends in each of the phases of learning will depend BOTH on the resident's progression in the current rotation and where the rotation occurs in the residency program.

Tentative Schedule

- Meeting monthly at a minimum & PRN resident needs
- Formal review every 90 days

Evaluation Strategy

1. Ongoing formative feedback will be discussed throughout the year-long experience
2. PharmAcademic will be used for documentation of formal evaluations. For formative evaluations, resident will perform the activity appropriate to the snapshot with the Preceptor. Resident and Preceptor will then independently complete the snapshot. After both have signed the evaluation, the resident and Preceptor will compare and discuss the evaluations. This discussion will provide feedback both on their performance of the activity and the accuracy of the assessments.

What	Who	When
Formative	Preceptor	Monthly/Ongoing
Summative	Preceptor	Quarterly/End of learning experience
Summative Self-Evaluation	Resident	Quarterly/End of learning experience
Preceptor/Learning Experience Evaluation	Resident	Quarterly/End of learning experience