UPMC Presbyterian

PGY1 Pharmacy Residency Program Specific Appendix 2023-24

Program Director: Heather J Johnson, PharmD BCPS

This appendix describes the hospital and specific program requirements, policies, and procedures. To successfully complete the PGY1 Pharmacy Residency Program and obtain a residency certificate, the following terms must be met by the end of the residency year.

Philosophy and Purpose of PGY1 Pharmacy Residency Program

It is essential for pharmacy graduates to obtain the level of knowledge and skills needed to become competent in pharmacy practice. A residency in pharmacy practice is defined as an organized, directed, postgraduate training program that centers on the development of the knowledge, attitudes and skills needed to promote rational drug therapy. PGY1 pharmacy residencies provide residents with opportunities to conceptualize integrate and transform accumulated experiences and knowledge into improved drug therapy to the level of a generalist.

Purpose Statement

PGY1 pharmacy residency programs build on Doctor of Pharmacy (Pharm.D.) education and outcomes to contribute to the development of clinical pharmacists responsible for medication-related care of patients with a wide range of conditions, eligible for board certification, and eligible for postgraduate year two (PGY2) pharmacy residency training.

Our residents will become confident, effective practitioners of pharmacotherapy. Residents will focus on ensuring application of safe, effective and evidence-based medicine practices to individual patients and in populations across the health system. These practitioners will demonstrate competency in educating their patients as well as present and future health care professionals. Additional areas of concentration will include enhancing communication skills, professionalism and applying basic clinical and outcomes research concepts to practice.

ASHP Residency Goals and Objectives

Competency Area R1: Patient Care -

- Goal R1.1: In collaboration with the health care team, provide safe and effective patient care to a diverse range of patients, including those with multiple co-morbidities, high-risk medication regimens, and multiple medications following a consistent patient care process.
- R1.1.1: (APPLYING) Interact effectively with health care teams to manage patients' medication therapy.
- R1.1.2 (APPLYING) Interact effectively with patients, family members, and caregivers.
- R1.1.3: (ANALYZING) Collect information on which to base safe and effective medication therapy.
- R1.1.4: (ANALYZING) Analyze and assess information on which to base safe and effective medication therapy.
- R1.1.5: (CREATING) Design or redesign safe and effective patient-centered therapeutic regimens and monitoring plans (care plans).
- R1.1.6: (APPLYING) Ensure implementation of therapeutic regimens and monitoring plans (care plans) by taking appropriate follow-up actions.
- R1.1.7: (APPLYING) Document direct patient care activities appropriately in the medical record or where appropriate.
- R1.1.8: (APPLYING) Demonstrate responsibility to patients.

Goal R1.2: Ensure continuity of care during patient transitions between care settings.

R1.2.1: (APPLYING) Manage transitions of care effectively.

Goal R1.3: Prepare, dispense, and manage medications to support safe and effective drug therapy for patients.

- R1.3.1: (APPLYING) Prepare and dispense medications following best practices and the organization's policies and procedures.
- R1.3.2: (APPLYING) Manage aspects of the medication-use process related to formulary management.
- R1.3.3: (APPLYING) Manage aspects of the medication-use process related to oversight of dispensing.

Competency Area R2: Advancing Practice and Improving Patient Care

Goal R2.1: Demonstrate ability to manage formulary and medication-use processes, as applicable to the organization.

- R2.1.1 (CREATING) Prepare a drug class review, monograph, treatment guideline, or protocol.
- R2.1.2 (APPLYING) Participate in a medication-use evaluation.
- R2.1.3: (ANALYZING) Identify opportunities for improvement of the medication-use system.
- R2.1.4: (APPLYING) Participate in medication event reporting and monitoring.

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.

- R2.2.1: (ANALYZING) Identify changes needed to improve patient care and/or the medication-use systems.
- R2.2.2: (CREATING) Develop a plan to improve the patient care and/or medication-use system.
- R2.2.3: (APPLYING) Implement changes to improve patient care and/or the medication-use system.
- R2.2.4: (EVALUATING) Assess changes made to improve patient care or the medication-use system.
- R2.2.5: (CREATING) Effectively develop and present, orally and in writing, a final project report.

Competency Area R3: Leadership and Management

Goal R3.1: Demonstrate leadership skills.

R3.1.1: (APPLYING) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership.

R3.1.2: (APPLYING) Apply a process of on-going self-evaluation and personal performance improvement.

Goal R3.2: Demonstrate management skills.

R3.2.1: (UNDERSTANDING) Explain factors that influence departmental planning.

R3.2.2 (UNDERSTANDING) Explain the elements of the pharmacy enterprise and their relationship to the healthcare system.

R3.2.3: (APPLYING) Contribute to departmental management.

R3.2.4: (APPLYING) Manage one's own practice effectively.

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).

R4.1.1: (APPLYING) Design effective educational activities.

R4.1.2: (APPLYING) Use effective presentation and teaching skills to deliver education.

R4.1.3: (APPLYING) Use effective written communication to disseminate knowledge.

R4.1.4: (APPLYING) Appropriately assess effectiveness of education.

Goal R4.2: Effectively employ appropriate preceptors' roles when engaged in teaching (e.g., students, pharmacy technicians, or other health care professionals).

R4.2.1: (ANALYZING) When engaged in teaching, select a preceptors' role that meets learners' educational needs.

R4.2.2: (APPLYING) Effectively employ preceptor roles, as appropriate.

Competency Area E1: Pharmacy Research

Goal E1.1 Conduct and analyze results of pharmacy research.

E1.1.1 (Creating) Design, execute, and report results of investigations of pharmacy-related issues.

E1.1.2 (Analyzing) Participate in prospective and retrospective clinical, humanistic, and economic outcomes analyses

Criteria for Achieved for Residency	
R1 Patient Care	Achieved for Residency (ACHR) Definition
R1.1 In collaboration with the health care team, provide safe and effective patient care to a diverse range of patients, including those with multiple co-morbidities, high-risk medication regimens, and multiple medications following a consistent patient care process	need achr for all to graduate
R1.1.1 Interact effectively with health care teams to manage patients' medication therapy	2 ach = achr
R1.1.2 Interact effectively with patients, family members, and caregivers	2 ach = achr
R1.1.3 Collect information on which to base safe and effective medication therapy	2 ach = achr
R1.1.4 Analyze and assess information on which to base safe and effective medication therapy	2 ach = achr
R1.1.5 Design or redesign safe and effective patient- centered therapeutic regimens and monitoring plans (care plans)	2 ach = achr
R1.1.6 Ensure implementation of therapeutic regimens and monitoring plans (care plans) by taking appropriate follow-up actions	2 ach = achr
R1.1.7 Document direct patient care activities appropriately in the medical record or where appropriate	2 ach = achr
R1.1.8 Demonstrate responsibility to patients	2 ach = achr
R1.2 Ensure continuity of care during patient transitions between care settings	
R1.2.1 Manage transitions of care effectively	2 ach = achr
R1.3 Prepare, dispense, and manage medications to support safe and effective drug therapy for patients	need achr for 1.3.1, 1.3.2 to graduate
R1.3.1 Prepare and dispense medications following best practices and the organization's policies and procedures	1 ach = achr
R1.3.2 Manage aspects of the medication-use process related to formulary management	1 ach = achr
R1.3.3 Manage aspects of the medication-use process related to oversight of dispensing	can be sp for achr, cannot be NI at last eval point
R2 Advancing Practice and Improving Patient Care	
R2.1 Demonstrate ability to manage formulary and medication- use processes, as applicable to the organization	need achr for all to graduate
R2.1.1 Prepare a drug class review, monograph, treatment guideline, or protocol	1 ach = achr
R2.1.2 Participate in a medication-use evaluation	1 ach = achr
R2.1.3 Identify opportunities for improvement of the medication-use system	1 ach = achr
R2.1.4 Participate in medication event reporting and monitoring	1 ach = achr
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	need achr for 1, 2, 5 to graduate
R2.2.1 Identify changes needed to improve patient care	1 ach = achr

	and/or the medication-use system	
	R2.2.2 Develop a plan to improve the patient care and/or the medication-use system	1 ach = achr
	R2.2.3 Implement changes to improve patient care and/or the medication-use system	sp can =achr, cannot be NI at last eval point
	R2.2.4 Assess changes made to improve patient care or the medication-use system	sp can =achr, cannot be NI at last eval point
	R2.2.5 Effectively develop and present, orally and in writing, a final project report	1 ach = achr
R3 Leade	ership and Management	
	Demonstrate leadership skills	need achr for all to graduate
	R3.1.1 Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership	1 ach = achr
	R3.1.2 Apply a process of on-going self-evaluation and personal performance improvement	1 ach = achr
R3.2	Demonstrate management skills	need achr for 1,2,4 to graduate
	R3.2.1 Explain factors that influence departmental planning	1 ach = achr
	R3.2.2 Explain the elements of the pharmacy enterprise and their relationship to the health care system	1 ach = achr
	R3.2.3 Contribute to departmental management	sp can =achr
	R3.2.4 Manages one's own practice effectively	1 ach = achr
R4 Teach	hing, Education, and Dissemination of Knowledge	
R4.1	Provide effective medication and practice-related	need achr for 2 and 3 to
educa	ation to patients, caregivers, health care professionals, nts, and the public (individuals and groups)	graduate
	R4.1.1 Design effective educational activities	sp can = achr
	R4.1.2 Use effective presentation and teaching skills to deliver education	2 ach = achr
	R4.1.3 Use effective written communication to disseminate knowledge	1 ach = achr
	R4.1.4 Appropriately assess effectiveness of education	sp can = achr
R4.2 Effectively employs appropriate preceptor roles when engaged in teaching students, pharmacy technicians or fellow health care professionals		sp in all needed to graduate
	R4.2.1 When engaged in teaching, select a preceptor role that meets learners' educational needs	1 sp or ach = achr
	R4.2.2 Effectively employ preceptor roles, as appropriate	1 sp or ach = achr
PGY1 El	ective - Pharmacy Research (2014)	
E1 Pharn	macy Research	
E1.1 (Conduct and analyze results of pharmacy research	need achr for all to graduate
	E1.1.1 Design, execute, and report results of investigations of pharmacy-related issues	1 ach = achr
	E1.1.2 Participate in prospective and retrospective clinical, humanistic, and economic outcomes analysis	1 ach = achr

Practice Based Learning Experiences

Required Learning Experience	Duration minimum (weeks)	Semester	Notes
Orientation	2	1	Customized based on prior experience/institution. Includes orientation to program activities, 2 weeks of nutrition support and step 1 of pharmacokinetics certification along with pharmacy operations training.
Direct Patient Care I	4	1 or 2	Direct Patient Care I and II are completed on
Direct Patient Care II	4	1 or 2	a general medicine ward and in a critical care setting. The order is not defined. At least one of these learning experiences will occur in the 1st semester
Direct Patient Care III	5	2	The resident will serve as the primary preceptor for an APPE student from the University of Pittsburgh School of Pharmacy on a General Medicine Service
Ambulatory Care	4	1 or 2	Residents will be assigned to the General Internal Medicine Clinic or Heart and Vascular Institute depending on preceptor availability.
Antimicrobial Stewardship	4	1 or 2	Will be assigned in parallel with another PGY1 resident.
Pharmacy Management	4	1 or 2	
Hospital Pharmacy Services I	4	1	Pharmacy Staffing training/Nutrition Training
Hospital Pharmacy Services II (Staffing)	Longitudinal	1 and 2	Pharmacy staffing and on-call pharmacy opportunities Includes structured Quality Improvement Project.
Clinical Management I (MUE)	Longitudinal – 6 months	1	Includes Medication Use Evaluation and presentation. Data collection and analysis will be completed by first week in January.
Clinical Management II	Longitudinal – 3 months	2	Includes presentation of MUE to stakeholders and pharmacists
Research (I, II, III, IV)	11 months	1 and 2	
Multidisciplinary Committee	Longitudinal – 12 month	1 and 2	Assigned based on preference and institutional need
Electives	3 weeks	1 or 2	One primary elective to be scheduled prior to December

Professional Development Experiences

- 1. PULSE Presentation (2 presentations)
- 2. Clinical Pearl Presentation to pharmacy staff (1 presentation)
- 3. Research Project and participate in the Residency Research Series
- 4. Publish Pharmacy Focus (1)
- 5. Attend various meetings: OPIC, Pharmacy and Therapeutics Committee
- 6. Student Topic Discussion (1, with repeated opportunity)



Requirements for Successful Completion of the Residency

A residency certificate will be awarded when the following requirements are *successfully* completed according to the defined criteria in the corresponding sections of the residency manual and documented on the attached form:

Demilianant	Data
Requirement	Date
	Completed
Pass the exams for licensure as a pharmacist in the State of Pennsylvania by	
October 28 of the program year	
Successful Completion of Pharmacokinetic Certification	
Successful Completion of Warfarin Certification	
Completion of orientation requirements, including University Research Modules	
Completion of practice based learning experiences, including all associated	
evaluations within 7 days of due date.	
Completion of "Clinical Pearl Presentation"	
Meet "Achieved" for program goals as defined and with no "Needs Improvement" at	
final evaluation.	
Completion of 2 PULSE presentations	
Completion of presentations to-pharmacy health care providers/learners –(1	
minimum)	
Completion of Case Conference Presentation (semester 2)	
Completion of Formal Journal Club Presentation (semester 1)	
Completion of Resident Research Project, including manuscript*	
Presentation of research project at PittPharmacy Resident Research Day	
Completion of MUE	
Completion of Pharmacy Focus	
Materials Provided to RPD	
-Copy of CV as of 30 days prior to program completion	
-Documentation to support teaching components (include handout materials, slide	
copy, evaluations, etc.)	
-Completion of Research project (copy of protocol, IRB documents, data, analysis)	

This list does not include all rotation req Address: Phone #: Email address:	uirements. Forwarding contact information	
The signatures below attest that the res	ident has complete all of the above require	ments.
Resident: Print Name	Resident: Signature	Date
Program Director: Print Name	Program Director: Signature	Date

^{*} The resident should have a completed manuscript completed within 2 weeks of the end of the program. However, if extenuating circumstances out of the resident's control do not allow for the manuscript to be completed by end date of the program and all other program requirements are met, the resident may receive his/her certificate as long as a written plan is in place with a time line for completion of the manuscript within 60 days of the program completion. The resident will recognize that if they fail to provide the manuscript in the agreed upon timeframe, the project mentor may then submit the work for publication and the resident will forgo the right of primary author.