

UPMC Presbyterian

**PGY1 Pharmacy Residency
Program Specific Appendix
2023-24**

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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 Leadership and Management		
	R3.1 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 Teaching, Education, and Dissemination of Knowledge		
	R4.1 Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups)	need achr for 2 and 3 to 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 Elective - Pharmacy Research (2014)		
E1 Pharmacy 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 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 1 st semester
Direct Patient Care II	4	1 or 2	
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)

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