

## Pharmacy Education

Preceptors: Deborah Sanchez, PharmD, MHA, BCPS

Hours: Open Door.

## Goal of the Experience

Allow the residents to have multiple opportunities to provide medication and practice-related education and training to health care professionals. See competencies below.

## Continuing Pharmacy Education

Continuing pharmacy education is offered to pharmacists, technicians and students at any Asante entity, VA, and OSHP. Topics must be approved by preceptor. Residents will schedule their presentations, reserve the conference room, laptop and projector, invite attendees, post notice of upcoming events, and assure that CPE paperwork is filed for at the appropriate time. Oregon Board of Pharmacy continuing education applications need to be completed to obtain CE credit one month in advance of presentation. Each resident will present a minimum of 2.25 hours of CE throughout the year to various audiences. Each CE will be presented twice (on different days) to provide opportunity for most staff to attend.

## Asante Pharmacy and Therapeutics Bulletin

The Asante P&T Bulletins are published each month. Residents serve as primary authors for the bulletin. Topics will be based on the outcomes of P&T, and organized into the following topics: formulary additions/deletions, policy/procedure updates, subcommittee reports, of general concern/interest; drug shortages, ISMP/FDA alerts, medication safety. Bulletin articles are to be submitted to a preceptor reviewer for feedback prior to publication. Residents are to make every effort to attend all of the monthly Asante P&T committee meetings (at a minimum one resident must attend every month). This will increase awareness of activities that need to be reported in the bulletin. Topics can also come from other sources such as ISMP/FDA/CDC, guideline updates, for example. Pharmacy interns can be asked to participate in writing articles.

## Case Conference

Residents will work closely with pharmacy interns during their residency year. Residents will be responsible for attending and facilitating a minimum of 10-12 weekly student Case Conference meetings per year. Case Conference occurs once every week of the six-week student blocks except for the first week of the block. The resident will help facilitate the discussion on therapeutic topics with students. Additionally, residents will take on preceptor roles with students during their clinical experiences. The resident will be expected to submit useful, timely feedback to the student's assigned primary preceptor to be used in the student's midpoint and final evaluations.

## Journal Club

Residents will attend a minimum of four Journal Club meetings each year and are expected to have read the articles and come prepared with questions for the presenter.

Goals to be TAUGHT and EVALUATED

Competency Area R4: Teaching, Education, Dissemination of Knowledge		
GOAL R4.1 Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public.		
Objective number	Objective	Activities
4.1.1	(Applying) Design effective educational activities.	<ul style="list-style-type: none"> <li>• Accurately defines learning needs (surveying staff for potential projects, reviewing what has been previously presented, determining needs of audience)</li> <li>• Presents evidence-based continuing educational presentations for pharmacy staff; and other presentations as required by specific rotations.</li> <li>• Presents major project to staff</li> <li>• Writes learning objectives for each CE presented that address the audiences' defined learning needs</li> <li>• Selects content that is relevant, thorough, evidence-based (using primary literature where appropriate), timely, and reflects best practices.</li> <li>• Uses teaching strategies that engage the audience such as electronic polling, question and answer, active case based learning</li> <li>• Writes articles for the monthly Asante P&amp;T Bulletin on various topics including formulary additions and deletions, policy and procedure updates, drug shortages, ISMP/FDA alerts, and drug shortages</li> <li>• In both presentations and bulletin articles, includes accurate citations and relevant references, and adheres to applicable copyright laws</li> </ul>
4.1.2	(Applying) Use effective presentation and teaching skills to deliver education.	<ul style="list-style-type: none"> <li>• Effectively facilitates audience participation, active learning, and engagement in various settings (e.g., small or large group, distance learning).</li> <li>• Presents at appropriate rate and volume and without distracting speaker habits (e.g., excessive "ah's" and "um's").</li> <li>• Body language, movement, and expressions enhance presentations.</li> <li>• Summarizes important points at appropriate times throughout presentation.</li> <li>• Transitions smoothly between concepts.</li> <li>• Effectively uses audio-visuals and handouts to support learning activities.</li> <li>• Evaluates audience understanding using knowledge and application based activities</li> <li>• Presents completed bulletin in a timely manner so that it is useful to the audience</li> </ul>

4.1.3	(Applying) Use effective written communication to disseminate knowledge.	<ul style="list-style-type: none"> <li>• Articles are written in a manner that is easily understandable and free of errors.</li> <li>• Uses appropriate citations and references.</li> <li>• Develops and uses tables, graphs, and figures to enhance reader’s understanding of the topic when appropriate.</li> <li>• Writes at a level appropriate for the reader (e.g., physicians, pharmacists, other health care professionals).</li> <li>• Creates one’s own work and does not engage in plagiarism.</li> </ul>
4.1.4	(Applying) Appropriately assess effectiveness of education.	<ul style="list-style-type: none"> <li>• Read and apply feedback given on presentation evaluation forms to improve future presentations</li> <li>• Plans for follow-up educational activities to enhance/support/ensure goals were met (i.e., following up on questions that couldn’t be answered during the presentation)</li> <li>• Obtains and reviews feedback from learners and others to improve their effectiveness.</li> <li>• Attend students’ case conference discussions and journal clubs and verbally assess students understanding of the topics</li> </ul>
<b>GOAL R4.2 Effectively employs appropriate preceptors’ roles when engaged in teaching.</b>		
Objective number	Objective	Activities
4.2.1	(Analyzing) When engaged in teaching, select a preceptors’ role that meets learners’ educational needs.	<ul style="list-style-type: none"> <li>• Differentiate the pharmacy learner’s level of knowledge and the level of preceptorship needed (direct instruction, modeling, coaching, facilitating) <ul style="list-style-type: none"> <li>○ Selects direct instruction when learners need background content.</li> <li>○ Selects modeling when learners have sufficient background knowledge to understand skill being modeled.</li> <li>○ Selects coaching when learners are prepared to perform a skill under supervision.</li> <li>○ Selects facilitating when learners have performed a skill satisfactorily under supervision.</li> </ul> </li> </ul>
4.2.2	(Applying) Effectively employ preceptor roles, as appropriate.	<ul style="list-style-type: none"> <li>• Instructs students, technicians, or others, as appropriate.</li> <li>• Models skills, including “thinking out loud,” so learners can “observe” critical thinking skills.</li> <li>• Coaches, including effective use of verbal guidance, feedback, and questioning, as needed.</li> <li>• Facilitates, by allowing learner independence when ready and using indirect monitoring of performance.</li> </ul>

### Content of the Evaluation

The preceptor is expected to grade the resident on the following scale:

- NI (Needs Improvement):
  - Resident needs a more exposure and additional formal evaluation on the topic, likely in two separate rotations.
  - Will be accompanied by actionable feedback from the preceptor.
  - Example: The resident's therapeutic plans are not appropriately evidence based; more guideline or primary literature consultation is recommended to improve the recommendations for patients with MRSA pneumonia
- SP (Satisfactory Progress) :
  - Resident is doing what they need to be doing, considering the place they are in the program, but the preceptor does not yet feel that they have achieved the goal.
  - Will be accompanied by actionable feedback from the preceptor.
  - Example: The resident's analysis of the patient problem list is insufficient; the resident does not actively question the presence of each order to determine its appropriateness.
- Ach (Achieved) :
  - Resident is doing what would be expected of a resident at or near the end of his or her program or comparable to a pharmacist with a year of time spent working.
  - Does not mean that the resident cannot improve, but it means that the resident would not likely benefit much from further additional formal evaluation.

### Timing of the Evaluation

Longitudinal. The resident will meet with the RPD quarterly to review performance on the goals and objectives. Monthly bulletin articles will be presented to the RPD for review prior to publication. Topics for CE are to be presented for pre-approval prior to presenting.