

PGY1 - Longitudinal Pharmacy Education Learning Experience

Primary Preceptor

Michael Lanning Pharm.D., BCPS
Telephone: 541-789-2133
Email: Michael.Lanning@asante.org

Supporting Preceptor

Gwendolyn B Moscoe, PharmD, MBI, CPHIMS, BCPP
Telephone: 541-472-7210
Email: Gwendolyn.Moscoe@asante.org

Goal of the Experience

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

Continuing Pharmacy Education

- Continuing pharmacy education is offered to pharmacists, technicians and students at any Asante entity and OSHP
- CE topics must be approved by entity RPD
- Residents will schedule their presentations, reserve the conference room and laptop, invite attendees, post notice of upcoming events, and assure that Oregon Board of Pharmacy CE paperwork is filed for at the appropriate time
 - Oregon Board of Pharmacy continuing education applications need to be completed to obtain CE credit **at least one month in advance of presentation**
- Each resident will present a minimum of 1.25 hours of CE throughout the year to various audiences
 - Two 0.5-hour CEs will be presented to Asante staff
 - 0.25 hours will be presented at the local Northwestern States practice
- For CEs presented to Asante staff only:
 - Each CE will be presented **twice** (on different days) to provide an opportunity for most staff to attend
 - Each CE will be broadcasted using WebEx and telephone conference for those who wish to attend from off-site
- ARPMC: At the beginning of the residency year, residents will schedule their CEs for the year. The schedule will consist of only one resident CE a month for this rotation. **This is in addition any other presentations or CEs that are required on other rotations.**

Asante Pharmacy and Therapeutics Bulletin

- The Asante P&T Bulletins are published each month
- Residents serve as primary authors for the bulletin
- ARPMC RPD will review and edit the drafted document before sending to the Clinical Coordinator for final review and distribution.

- Topics will be based on the outcomes of P&T utilizing timeline and standards from 400-PH-00210 Pharmacy Residents Asante P&T Bulletin Timeline and Standards
- All residents are required to attend all monthly Asante P&T committee meetings

Case Conference

- Residents will work closely with pharmacy interns during their residency year
- Case Conference occurs once every week of the six-week student blocks except for the first week of the block
- Residents will be responsible for attending student Case Conference meetings schedules permitting.
- Residents will facilitate one Case Conference. Date of facilitation will be coordinated with the student coordinator at the beginning of the residency year
- Only one resident can be the primary resident facilitator/preceptor for each Case Conference. This resident will be evaluated individually by the student coordinator.
- Refer to document 400-PH-0239 for resident evaluation criteria during Case Conference meetings

Journal Club

- Regular attendance at Journal Club meetings is recommended and residents are expected to have read the articles and come prepared with questions for the presenter.
- Residents will facilitate one Journal Club Meetings. Date of facilitation will be coordinated with the student coordinator at the beginning of the residency year.
- Two residents can be the resident facilitator/preceptors for each Journal Club meeting. The two residents will divide the journal club articles equally between the two of them and be the resident facilitator/preceptor for the respective students. These two residents will be evaluated by the student coordinator.
- Refer to document 400-PH-0239 for resident evaluation criteria Journal Club meetings

Preceptor Development

- The resident will meet face-to-face with their entity RPD once a quarter to discuss articles and topics listed below:
 - Quarter 1:
 - *Starring Roles: The four preceptor roles and when to use*
 - RPDs rotation syllabus and other rotation learning materials, as appropriate, including orientation and structure of rotation
 - Quarter 2:
 - *Beyond Praise in Public: Systematic Approaches to Feedback*
 - *Preceptor Resource Guide: Supporting Clinical Learning*
 - Quarter 3:
 - *Asking the right questions*
 - *Powerful questions*
 - Quarter 4:
 - *The One-minute Preceptor: Shaping the Teaching Conversation*

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"> Writes learning objectives for each CE presented that address the audiences' defined learning needs. Selects content that is relevant, thorough, evidence-based (using primary literature where appropriate), timely, and reflects best practices. Uses teaching strategies that engage the audience such as electronic polling, question and answer, active case-based learning. Writes articles for the monthly Asante P&T Bulletin on various topics including formulary additions and deletions, policy and procedure updates, drug shortages, ISMP/FDA alerts, and drug shortages. In both presentations and bulletin articles, includes accurate citations and relevant references, and adheres to applicable copyright laws.
4.1.2	(Applying) Use effective presentation and teaching skills to deliver education.	<ul style="list-style-type: none"> Effectively facilitates audience participation, active learning, and engagement in various settings (e.g., small or large group, distance learning). Presents at appropriate rate and volume and without distracting speaker habits (e.g., excessive "ah's" and "um's"). Body language, movement, and expressions enhance presentations. Summarizes important points at appropriate times throughout presentation. Transitions smoothly between concepts. Effectively uses audio-visuals and handouts to support learning activities. Evaluates audience understanding using knowledge and application-based activities. Presents completed bulletin in a timely manner so that it is useful to the audience.
4.1.3	(Applying) Use effective written communication to disseminate knowledge.	<ul style="list-style-type: none"> Articles are written in a manner that is easily understandable and free of errors. Uses appropriate citations and references. Develops and uses tables, graphs, and figures to enhance reader's understanding of the topic when appropriate.

		<ul style="list-style-type: none"> Writes at a level appropriate for the reader (e.g., physicians, pharmacists, other health care professionals). Creates one’s own work and does not engage in plagiarism.
4.1.4	(Applying) Appropriately assess effectiveness of education.	<ul style="list-style-type: none"> Read and apply feedback given on presentation evaluation forms to improve future presentations. 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). Obtains and reviews feedback from learners and others to improve their effectiveness. Attend students’ case conference discussions and journal clubs and verbally assess students understanding of the topics
GOAL R4.2 Effectively employs appropriate preceptors’ roles when engaged in teaching.		
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"> Through the preceptor development process, resident to become familiar with preceptor roles (didactic exposure). Differentiate the pharmacy learner’s level of knowledge and the level of preceptorship needed (direct instruction, modeling, coaching, facilitating). Selects direct instruction when learners need background content. Selects modeling when learners have sufficient background knowledge to understand skill being modeled. Selects coaching when learners are prepared to perform a skill under supervision. Selects facilitating when learners have performed a skill satisfactorily under supervision.
4.2.2	(Applying) Effectively employ preceptor roles, as appropriate.	<ul style="list-style-type: none"> Instructs students, technicians, or others, as appropriate. Models skills, including “thinking out loud,” so learners can “observe” critical thinking skills. Coaches, including effective use of verbal guidance, feedback, and questioning, as needed.

		<ul style="list-style-type: none">• Facilitates, by allowing learner independence when ready and using indirect monitoring of performance.• These skills will be evaluated through written feedback provided by preceptors.
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Evaluation

PharmAcademic will be used for documentation of scheduled. The resident and preceptor will independently complete the evaluations. The resident and preceptor will then compare and discuss the evaluations. Evaluations will be completed no later 7 days after due date specified below.

The preceptor will provide both written and/or verbal formative feedback during the course of the rotation. Refer to Residency Training Manual for Full Evaluation Assessment Strategy.

What	Who	When- Due Date
Summative	Preceptor	Quarterly and End of Rotation
Preceptor Evaluation	Resident	End of Rotation
Learning Experience Evaluation	Resident	End of Rotation