



Teaching/Training

PGY1 - Community Pharmacy (95904)

Faculty: Patricia Lambro, Albert Carbo

Site: Peninsula Community Health Services

Status: Required

Type/Duration: Rotational, as needed

Time: 0-16 hours/week throughout the year

Description:

The Teaching/Training rotation is a required rotation that exposes the resident to education, training, and precepting activities.

During this rotation, the resident will work with the RPD and preceptors to identify learning activities and provide patient-centered education and training for patients, caregivers, and members of the community, health profession students, pharmacists, and health care professionals. These activities will be respectful of cultural, social, spiritual, and personal values and belief.

The resident will review relevant school of pharmacy rotational expectations and collaborate with other preceptors to identify suitable IPPE and APPE learning activities. The resident will also work with other preceptors to provide effective feedback to IPPE and APPE students, as appropriate. When IPPE and APPE students are not available, the resident may create or revise learning activities for future IPPE and APPE students.

The resident will work with the RPD and preceptors to identify and complete training on relevant learning activities/topics for the PCHS pharmacist team. The resident will also use effective written communication skills to educate the PCHS pharmacist team about residency projects and progress at regular intervals throughout the residency.

The resident will create and deliver a presentation on a relevant update to clinical guidelines or new service(s) to present to other healthcare providers.

Further opportunities may arise for the resident to provide education and training at PCHS Board Meetings, PCHS Pharmacy & Therapeutics Committee, and/or other multi-disciplinary meetings.

Role of Pharmacists:

Pharmacists at PCHS routinely provide education and training on various disease states for patients, caregivers, and members of the community; health profession students; pharmacists; and health care professionals. Pharmacists precept IPPE and APPE students in the dispensing and ambulatory care setting – moving efficiently between the four roles of preceptors. Pharmacists also provide education and training to other internal and external pharmacists through written communication (e.g., clinical updates, workflow memos, project summaries) or oral presentations (e.g., pharmacist team meetings, journal club discussions). Furthermore, pharmacists at PCHS serve on a variety of committees and often give presentations or provide training to Medical, Dental, and Behavioral Health staff on medication-related topics.

Expectation and Progression of Resident:

Resident will seek opportunities to provide training and present RPD with possible topics and ideas.

At a minimum, the resident will complete one (1) patient, caregiver, and/or other members of the community training; one (1) health profession student training; one (1) pharmacist training; and one (1) healthcare professional training by the end of the residency program.

Quarter 1:

- Resident will review [ASHP Tips for Writing Learning Objectives](#) and [ASHP Learning Objectives List for Faculty](#)
- Resident should review relevant school of pharmacy standards and requirements for the IPPE or APPE students that will be on rotation with PCHS during the residency year
- Resident will observe other pharmacists and healthcare professionals present learning activities in various settings – and will be encouraged to discuss the teaching/training strategies employed within these learning activities with RPD and preceptors
- Resident will begin working with the RPD and preceptors to identify opportunities to complete the minimum required learning activities with at least four different audiences
- Resident should begin reviewing relevant teaching/precepting resources that may help them better identify and create learning activities throughout the residency year (e.g., Preceptors Handbook for Pharmacists, The Effective Pharmacy Preceptor, and other resources made available by the precepting team)

Quarter 2 to 4:

- Resident will identify potential knowledge gaps and learning needs of specific audiences
- Resident will develop learning objectives and assessment strategies for learning activities targeting at least four different audiences
- Resident will present
- Resident will play a role in IPPE and APPE student precepting, when appropriate, with progressive independence in identifying/leading rotational learning activities and providing effective student feedback

Required goals and objectives for Teaching/Training rotation:

GOAL DESCRIPTION		OBJECTIVE DESCRIPTION		ACTIVITY
R4.1	Provide effective education and/or training.	R4.1.1	(Creating) Design effective education and/or training activities based on the learners’ level and identified needs	<ul style="list-style-type: none"> • Write learning objectives that are specific, measurable, at a relevant learning level (using Bloom’s Taxonomy), and address defined learning need(s) • Develop a case-based or journal club presentation for healthcare professionals/students with content that is relevant and evidence-based or follows best practices • Compile accurate citations and references to any applicable guidelines or laws for each training activity
		R4.1.2	(Applying) Use effective presentation and teaching skills to deliver education programs to targeted audiences including patients, caregivers, and members of the community; health profession	<ul style="list-style-type: none"> • Prepare and deliver presentations to patients, caregivers, and members of community at the appropriate level of the audience (e.g., chronic disease state groups, vaccine outreach event, substance use disorder groups) • Prepare and present a relevant topic discussion to health profession students

			students; pharmacists; and other health care professionals	<ul style="list-style-type: none"> • Deliver a relevant update to clinical guidelines or new service(s) to the PCHS pharmacist team and/or health care professionals at a PCHS Provider Meeting • Demonstrate thorough understanding of presentation topics
		R4.1.3	(Applying) Develop effective written communication skills to provide educational information to multiple levels of learners including patients, caregivers, and members of the community; health profession students; pharmacists; and other health care professionals.	<ul style="list-style-type: none"> • Produce written training materials that are concise, understandable, free of errors and written in the resident's own words • Prepare handouts that are at the literacy level of the audience, easy to read, and visually appropriate • Demonstrate ability to provide effective written communication regarding student learning activity expectations and/or feedback
R4.2	Effectively employ appropriate preceptor skills when engaged in experiential teaching (e.g., students, pharmacy technicians, or other health care professionals)	R4.2.1	(Analyzing) Identify experiential learning activities and select appropriate preceptor roles to meet learners' educational needs.	<ul style="list-style-type: none"> • Identify topic discussions, case presentations, or other learning opportunities relevant to practice setting for students and/or pharmacy technicians • Select appropriate teaching methods, audio-visual aids, and handouts for audience (patients, caregivers, members of the community; health profession students; pharmacists; and health care professionals) • Assess baseline knowledge of pharmacy students/technicians to identify learning needs • Model the four precepting roles (instruction, modeling, coaching, facilitating) as appropriate for the learner and/or learning activity (e.g., JCPP PPCP steps for pharmacy students)
		4.2.2	(Analyzing) Provide appropriate and timely formative and summative feedback and ensure learner understands the feedback during experiential learning	<ul style="list-style-type: none"> • Select appropriate feedback method to deliver timely verbal and written formative feedback to learners • Compare formal summative evaluation/feedback for IPPE and APPE students with RPD and/or preceptors

Evaluation:

Formative evaluation and feedback will be provided throughout the project development process.

Summative evaluations will be conducted quarterly with the resident and preceptor independently completing PharmAcademic evaluations.

	Evaluator	Evaluated	Timing
ASHP Learning Experience Evaluation	Resident	Learning Experience	Ending and quarterly if needed
ASHP Preceptor Evaluation	Resident	All preceptors of this Learning Experience	Ending and quarterly if needed
Summative Evaluation	Resident	Each resident taking this Learning Experience	Ending and quarterly if needed
Summative Evaluation	All Preceptors	Each resident taking this Learning Experience	Ending and quarterly if needed

Elements for portfolio and PharmAcademic:

- Training documents including learning objectives, presentation slides, handouts, and/or evaluations for learning activities targeting at least four required audiences
- Documentation of verbal (summary notes) and written formative and summative feedback provided to IPPE and APPE students in collaboration with RPD and/or preceptors