



The **UNIVERSITY of OKLAHOMA**
College of Pharmacy

PGY1 PHARMACY RESIDENCY

The resident is expected to complete the following list of activities within the residency year. Progress with completion of these activities is reviewed quarterly by the Residency Program Director, and successful completion of all items is required before a residency certificate is awarded. Note: requirements for the teaching certificate are separate and should be completed and documented under the direction of the Education Preceptor.

Credentials:

- ☐ Oklahoma Pharmacist License
- ☐ Oklahoma Pharmacist Preceptor License (when eligible)
- ☐ Basic Life Support Certification

General Documentation:

- ☐ Epic Interventions and Patient Care Activities (OU Health)
- ☐ Entering Resident Interest and Self-Evaluation forms
- ☐ Residency Training Plan, Quarterly Updates, and Quarterly Self-Evaluations
- ☐ PharmAcademic learning experience evaluations: Self-evaluation, preceptor evaluation, and learning experience evaluations for each rotation experience
- ☐ Resident Duty Hours Logged in PharmAcademic
- ☐ Residency Portfolio:
The portfolio should include documentation of all patient care activities (e.g., de-identified progress notes, in-services), practice management activities (See Pharmacy Practice Management section), teaching activities (See Teaching section), and scholarship activities (e.g., research proposal, IRB approval letter, and final manuscript)
- ☐ Successful completion of goals and objectives selected for residency – 80% must be assessed as “achieved for residency” (including **ALL** of the R1.1 Patient Care objectives) and the remaining 20% must be assessed at a minimum of “satisfactory progress” (see attached description - page 3)
- ☐ Summary Checklist
- ☐ Exit Survey

Required Rotations: Successful completion of rotation requirements and documentation

One Month Rotations:

- ☐ Orientation to OU College of Pharmacy and OU Health
- ☐ Ambulatory Care
- ☐ General Pediatrics
- ☐ Inpatient Internal Medicine
- ☐ Critical Care (Medical Intensive Care Unit or Pediatric Intensive Care Unit)
- ☐ Inpatient Infectious Diseases
- ☐ Research
- ☐ Clinical Staffing Orientation
- ☐ Practice Management
- ☐ Electives (Three one-month rotations)

Elective opportunities include but are not limited to a second experience in any of the required rotations, Adult Bone Marrow Transplant, Neonatal Intensive Care, Pediatric Hematology/Oncology, Clinical Toxicology, Emergency Medicine, Family Medicine, Solid Organ Transplant, Pediatric Cardiothoracic Intensive Care, Neuro Critical Care, Surgical Intensive Care Unit, Trauma Intensive Care Unit, Transitions of care, and Ambulatory Care experiences (e.g., Oncology, Diabetes, Internal Medicine).

Longitudinal Rotations:

- ☐ Longitudinal Research (July-June)
- ☐ Drug Information and Medication Use Evaluation (July-June)
- ☐ Service Commitment and Investigational Drugs Service (i.e., staffing) (July-June)
- ☐ Longitudinal Teaching and Methodology (July-June)
- ☐ Longitudinal Ambulatory Continuity Clinic (i.e., half-day clinic once a week, January-June)

Teaching Requirements:

- ☐ Completion of teaching activities associated with patient care rotations (See individual rotation evaluations)
- ☐ Completion of OUCOP Foundational Teaching Skills for Residents Certificate - Requirements include the following:
 - ☐ Complete all teaching workshops, at least 1 teaching topic discussion, and 5 teaching readings
 - ☐ Deliver at least 2 formal lectures to a large class with formal feedback from mentor and students (create slides, handout, objectives, assessment questions)
 - ☐ Facilitate (and grade) at least 2 small group activities
 - ☐ Facilitate, grade, and provide feedback to P3 students at least 4 times in pharmacy practice lab course ambulatory care section. At least 2 sessions must be formally observed and evaluated by Education Preceptor
 - ☐ Prepare and submit a teaching philosophy and portfolio

Research Project Requirements:

- ☐ Submission of research question/project proposal to OU Health Pharmacy Leadership and Residency Review Committee
- ☐ Completion of research curriculum (self-directed readings, OUHSC IRB training, and Resident Rounds research series)
- ☐ Presentation of research abstract at the ASHP Midyear Clinical Meeting (or comparable national pharmacy conference)
- ☐ Presentation of research platform presentation at the Oklahoma Residency Research Conference (or comparable regional pharmacy resident conference)
- ☐ Completion of one original research project in collaboration with Research Committee (see Resident Research Policy)
- ☐ Submission of research manuscript in form suitable for publication to Residency Program Director

Service/Committee Requirements:

- ☐ Completion of all required activities including staffing assignments; attendance at staff meetings; and clinical activities, performance improvement projects, quality controls as assigned, and staffing activities
- ☐ Documented ability to function independently as a staff pharmacist within the OU Health Department of Pharmacy
- ☐ Management of investigational drugs per protocol during staffing assignments
- ☐ Attendance and participation in OU Health committee meetings as assigned at Pharmacy Leadership, P&T, and Formulary Subcommittee
- ☐ Participation in Adverse Drug Reaction (ADR) management program

Quality Improvement/Scholarship Project Requirements:

- ☐ Completion of one formal drug information question response
- ☐ Preparation of one formulary drug monograph with presentation to the OU Health P&T Formulary Subcommittee
- ☐ Presentation of one in-service on new medication/new class of medications to OU Health Pharmacy Department or other service department
- ☐ Completion of one Drug Use Evaluation (DUE) under the supervision of the DUE Preceptor

Leadership/Professional Development:

- ☐ Attendance and participation at all required Resident Rounds sessions
- ☐ Preparation and delivery of two Pharmacy Grand Rounds presentations (one submitted for CE credit)
- ☐ Peer review of 2 manuscripts submitted for publication with preceptor

ASHP Outcomes and Goals for Successful Completion (80% assessed at “Achieved for Residency” (including ALL of the R1.1 Patient Care objectives) and remaining 20% at “Satisfactory Progress”)

Educational Outcome	Educational Goal(s)*
R1.1 – Provide safe and effective patient care services following JCPP (Pharmacists' Patient Care Process)	R1.1.1 – Collect relevant subjective and objective information about the patient R1.1.2 – Assess clinical information collected and analyze its impact on the patient's overall health goals R1.1.3 – Develop evidence-based, cost effective, and comprehensive patient-centered care plans R1.1.4 – Implement care plans R1.1.5 – Follow up: monitor therapy, evaluate progress toward or achievement of patient outcomes, and modify care plans R1.1.6 – Identify and address medication-related needs of individual patients experiencing care transitions regarding physical location, level of care, providers, or access to medications
R1.2 – Provide patient-centered care through interacting and facilitating effective communication with patients, caregivers, and stakeholders.	R1.2.1 – Collaborate and communication with healthcare team members R1.2.2 – Communicate effectively with patients and caregivers R1.2.3 – Document patient care activities in the medical record or where appropriate
R1.3 – Promote safe and effective access to medication therapy	R1.3.1 – Facilitate the medication-use process related to formulary management or medication access R1.3.2 – Participate in medication event reporting R1.3.3 – Manage the process for preparing, dispensing, and administering (when appropriate) medications
R1.4 – Participate in the identification and implementation of medication-related interventions for a patient population (population health management)	R1.4.1 – Deliver and/or enhance a population health service, program, or process to improve medication-related quality measures R1.4.2 – Prepare or revise a drug class review, monograph, treatment guideline, treatment protocol, utilization management criteria, and/or order set
R2.1 – Conduct practice advancement projects	R2.1.1 – Identify a project topic, or demonstrate understanding of an assigned project, to improve pharmacy practice, improvement of clinical care, patient safety, healthcare operations, or investigate gaps in knowledge related to patient care R2.1.2 – Develop a project plan R2.1.3 – Implement project plan R2.1.4 – Analyze project results R2.1.5 – Assess potential or future changes aimed at improving pharmacy practice, improvement of clinical care, patient safety, healthcare operations, or specific question related to patient care R2.1.6 – Develop and present a final report
R3.1 – Demonstrate leadership skills that contribute to departmental and/or organizational excellence in the advancement of pharmacy services	R3.1.1 – Explain factors that influence current pharmacy needs and future planning R3.1.2 – Describe external factors that influence the pharmacy and its role in the larger healthcare environment
R3.2 – Demonstrate leadership skills that foster personal growth and professional engagement	R3.2.1 – Apply a process of ongoing self-assessment and personal performance improvement R3.2.2 – Demonstrate personal and interpersonal skills to manage entrusted responsibilities R3.2.3 – Demonstrate responsibility and professional behaviors R3.2.4 – Demonstrate engagement in the pharmacy profession and/or the population served
R4.1 – Provide effective medication and practice-related education	R4.1.1 – Construct educational activities for the target audience R4.1.2 – Create written communication to disseminate knowledge related to specific content, medication therapy, and/or practice area R4.1.3 – Develop and demonstrate appropriate verbal communication to disseminate knowledge related to specific content, medication therapy, and/or practice area R4.1.4 – Assess effectiveness of educational activities for the intended audience
R4.2 – Provide professional and practice-related training to meet learners' educational needs	R4.2.1 – Employ appropriate preceptor role for a learning scenario
TLS1.1 – Demonstrate foundational knowledge of teaching, learning, and assessment in healthcare education	TLS1.1.1 – Explain strategies and interventions for teaching, learning, and assessment in healthcare education TLS1.1.2 – Explain academic roles and associated issues
TLS2.1 – Develop and maintain a teaching portfolio	TLS2.1.1 – Develop a teaching philosophy statement TLS2.1.2 – Effectively document one's teaching philosophy, skills, and experiences in a teaching portfolio
TLS3.1 – Contribute to peer review of manuscripts	TLS3.1.1 – Contribute to the peer review of an article submitted for publication