



The UNIVERSITY of OKLAHOMA
College of Pharmacy

PGY1 MANAGED CARE RESIDENCY REQUIREMENTS CHECKLIST

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
- Basic Life Support Certification

General Documentation:

- Entering resident interest and self-evaluation
- Residency training plan, Quarterly updates, and Quarterly self-evaluation
- PharmAcademic learning experience evaluations: Self-evaluation, preceptor evaluation, and learning experience evaluations for each rotation experience
- Resident Duty Hours Log
- 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)*
- Achievement of PGY1 Managed Care Residency Goals: Eighty percent (80%) must be assessed as achieved for the residency. The remaining 20% must be assessed at a minimum of satisfactory progress (Appendix A)
- Summary Checklist (To be completed prior to final evaluation)
- Exit Survey

Required rotations: Successful completion of all rotation requirements and documentation

Month Long Rotations:

- Orientation
- Clinical Staffing
- Drug Utilization Review
- MTM and PRRP
- State Medicaid Administration (1-2 months)
- Commercial
- Academic Detailing
- Mail Order and Specialty Pharmacy
- Research
- PBM Management

Longitudinal Rotations:

- Research Longitudinal Rotation (July-June)
- Drug Information and Medication Use Evaluation (October-June)
- Longitudinal Teaching Rotation (July-June)
- Longitudinal DUR Rotation (July-June)

Teaching Requirements:

- Successful completion of teaching activities associated with patient care rotations (See individual rotation evaluations)
- Successful completion of OUCOP Foundational Teaching Skills for Residents Certificate - Requirements include the following:

- Complete all teaching workshops, 2 teaching observations, at least 1 teaching topic discussion, and 5 teaching readings
- Deliver at least 2 formal lectures to large class with formal feedback from mentor (at least 1 of the 3) and students (create slides, handout, objectives, test questions)
- Facilitate (and grade) at least 1 small group activity
- Facilitate, grade, and provide feedback to P3 students at least 4 times in pharmacy practice lab course ambulatory care section (role play, grading, feedback). At least 2 sessions must be formally observed and evaluated by Education Preceptor
- Prepare and submit a teaching philosophy and portfolio in May to document teaching experiences over the year

Research

- Completion of one original research project in collaboration with Research Committee (See Resident Research Policy)
- Submission of research question/project proposal to the Oklahoma Health Care Authority 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 AMCP (or comparable national pharmacy conference)
- Presentation of research platform presentation at the Oklahoma Residency Research Conference (or comparable regional pharmacy resident conference)
- Presentation of research abstract for the AMCP Annual Meeting
- Submission of research manuscript in form suitable for publication to Residency Program Director

Appendix A: PGY1 Managed Care Pharmacy—ASHP Required Residency Goals

Eighty percent (80%) must be assessed as achieved for the residency. The remaining 20% must be assessed at a minimum of satisfactory progress

R1 Patient Care			
	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.	Cognitive - Analyzing
	R1.1.2	Assess clinical information collected and analyze its impact on the patient's overall health goals.	Cognitive - Evaluating
	R1.1.3	Develop evidence-based, cost effective, and comprehensive patient-centered care plans.	Cognitive - Creating
	R1.1.4	Implement care plans.	Cognitive - Applying
	R1.1.5	Follow-up: Monitor therapy, evaluate progress toward or achievement of patient outcomes, and modify care plans.	Cognitive - Creating
	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.	Cognitive - Analyzing
	R1.2	Provide patient-centered care through interacting and facilitating effective communication with patients, caregivers, and stakeholders.	
	R1.2.1	Collaborate and communicate with healthcare team members.	Cognitive - Applying
	R1.2.2	Communicate effectively with patients and caregivers.	Cognitive - Applying
	R1.2.3	Document patient care activities in the medical record or where appropriate.	Cognitive - Applying
	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.	Cognitive - Applying
	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.	Cognitive - Applying
	R1.4.2	Prepare or revise a drug class review, monograph, treatment guideline, treatment protocol, utilization management criteria, and/or order set.	Cognitive - Creating
R2 Practice Advancement			
	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.	Cognitive - Analyzing
	R2.1.2	Develop a project plan.	Cognitive - Creating
	R2.1.3	Implement project plan.	Cognitive - Applying
	R2.1.4	Analyze project results.	Cognitive - Analyzing
	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.	Cognitive - Evaluating
	R2.1.6	Develop and present a final report.	Cognitive - Creating
R3 Leadership			
	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.	Cognitive - Understanding
	R3.1.2	Describe external factors that influence the pharmacy and its role in the larger healthcare environment.	Cognitive - Understanding
	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.	Cognitive - Applying
	R3.2.2	Demonstrate personal and interpersonal skills to manage entrusted responsibilities.	Cognitive - Applying
	R3.2.3	Demonstrate responsibility and professional behaviors.	Cognitive - Applying

		R3.2.4	Demonstrate engagement in the pharmacy profession and/or the population served.	Cognitive - Applying
<i>R4</i>	<i>Teaching and Education</i>			
	R4.1	Provide effective medication and practice-related education.		
		R4.1.1	Construct educational activities for the target audience.	Cognitive - Creating
		R4.1.2	Create written communication to disseminate knowledge related to specific content, medication therapy, and/or practice area.	Cognitive - Creating
		R4.1.3	Develop and demonstrate appropriate verbal communication to disseminate knowledge related to specific content, medication therapy, and/or practice area.	Cognitive - Creating
		R4.1.4	Assess effectiveness of educational activities for the intended audience.	Cognitive - Evaluating
	R4.2	Provide professional and practice-related training to meet learners' educational needs.		
		R4.2.1	Employ appropriate preceptor role for a learning scenario.	Cognitive - Evaluating