

ASHP's Competency Areas, Goals, and Objectives (CAGO) for PGY1 Pharmacy Residents

Goal R3.1: Demonstrate leadership skills.

Objective R3.1.1: (Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership.

Objective R3.1.2: (Applying) Apply a process of ongoing self-evaluation and personal performance improvement.

Goal R4.1: Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups).

Objective R4.1.1: (Applying) Design effective educational activities.

Objective R4.1.2: (Applying) Use effective presentation and teaching skills to deliver education.

Objective R4.1.3: (Applying) Use effective written communication to disseminate knowledge.

Objective R4.1.4: (Applying) Appropriately assess effectiveness of education.

Goal R4.2: Effectively employ appropriate preceptor roles when engaged in teaching students, pharmacy technicians, or fellow health care professionals.

Objective R4.2.1: (Analyzing) When engaged in teaching, select a preceptor role that meets learners' educational needs.

Objective R4.2.2: (Applying) Effectively employ preceptor roles, as appropriate.

Goal E6.1 Demonstrate foundational knowledge of teaching, learning, and assessment in healthcare education.

Objective E6.1.1 (Understanding) Explain strategies and interventions for teaching, learning, and assessment in healthcare education.

Objective E6.1.2: (Understanding) Explain academic roles and associated issues.

Goal E6.2 Develops and practices a philosophy of teaching.

Objective E6.2.1 (Creating) Develop a teaching philosophy statement.

Objective E6.2.2 (Creating) Prepare a practice-based teaching activity.

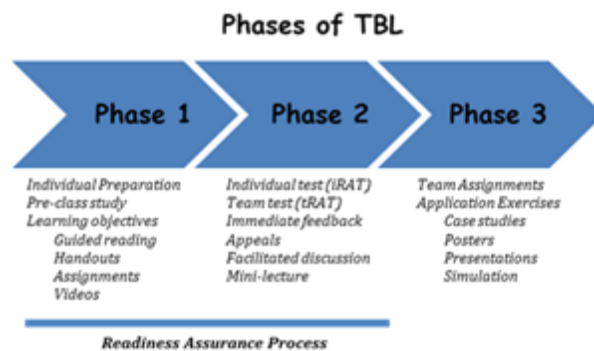
Team-based learning (TBL) is a method of teaching where students come to class prepared to engage in problem-solving activities. During class, students work collaboratively in 5-7 member teams. Instructors spend their time facilitating discussion and student learning rather than giving endless hours of lectures.

TARGET AUDIENCE

This program is intended for resident pharmacists who are completing a residency program or are interested in becoming a pharmacy preceptor. Participants will be assumed to have the required pharmacy content knowledge but not necessarily the education-related knowledge and skills included in this program.

TBL is delivered in three phases; pre-class preparation, readiness assurance, and application.

Phase 1: Students are given pre-class learning material with clear objectives. The students learn fundamental concepts *prior* to the start of class so they can *actively* participate with their teams during class. **Phase 2:** At the start of class, students take an individual Readiness Assurance Test. **Phase 3:** Students work through application exercises.



LONGITUDINAL ACADEMIA EXPERIENCES

Residents participate longitudinally in an Academia setting. Residents develop Longitudinal Pharmacy Practice Knowledge (LPPK) assignments for P4 students. Residents deliver Clinical Case and SOAP note discussions to students. Resident participation in Interprofessional Education (IPE), Practicum laboratories, and Objective Structured Clinical Exams (OSCE) are essential.

Required Resident Teaching Seminars are each designed to aid the resident in various academic responsibilities that all residents will encounter. Residents are encouraged to submit a poster for CSHP Seminar and ASHP Midyear Clinical meetings in addition to translational research days. A month by month schedule may include the following example teaching and learning opportunities:

Months denoted with an * have resident case presentations:

July 2021

Orientation/Onboarding

Meet and Greet and Resident

Resident Teaching Seminar 1: The Four Preceptor Roles

Resident Teaching Seminar 2: How to Give Student Feedback

Resident Teaching Seminar #3 – Translational Research Day preparation

Resident Teaching Seminar #4 – Teaching Philosophy

August 2021*

New resident orientation to Team-Based Learning

Resident Teaching Seminar 5: How to Give Effective Presentations

Resident Teaching Seminar #6 - How to Write Exam Questions

September 2021*

PRC 809 IPE Acute Kidney Injury with COM and SAC State SON at CNU

CAS 705 therapeutic teaching

PRC 709 labs facilitation

October 2021*

PRC 709 IPE CHF simulation

CAS 805 therapeutic teaching

PRC 809 lab facilitation

CSHP Seminar 2021 and Residency Showcase

November 2021*

PRC 709 lab facilitation

PRC 809 lab facilitation

CAS 705 Therapeutic teaching

CAS 805 Therapeutic teaching

December 2021*

LPPK feedback and review
CV Review Day participation
ASHP Midyear Clinical Meeting and Residency Showcase

January 2022*

PRC 810 IPE Diabetes Case Conference
CNU Translational Research Day

February 2022*

CAS 608 clinical teaching
CAS 706 therapeutic teaching
PRC 810 Transitions of Care IPE Grand rounds

March 2022*

CAS 608 clinical teaching
CAS 706 therapeutic teaching
PRC 710 IPE CHF simulation
PRC 710 IPE Medication Error Case Conference

April 2022

CAS 608 clinical teaching
CAS 706 therapeutic teaching
PRC 810 IPE Cardiovascular Case Simulation
PRC 810 OSCE (All faculty and residents)

May 2022*

Continuing Education provider at the "13th Annual Residency Symposium
Continuing Education provider
Western States Conference

June 2022*

CNU Faculty Development Seminar
Microsoft Teams Live Event
Research Day at San Joaquin General Hospital

MONTHLY PRESENTATIONS FOR FACULTY, PHARMACY RESIDENTS, AND STUDENTS

- Each resident is expected to deliver at least one Faculty Development Seminar presentation through the course of the year.
- The purpose of this experience is to allow residents to develop their presentation skills as well as provide an opportunity for the group to meet and benefit from others' experiences.

- Faculty members, pharmacy students and masters' students will be invited to attend presentations. Please gear your presentations towards a pharmacist-level audience.
- Topics may include a new medication/indication or disease state treatment guideline update.
- Topics must be approved by the Program Coordinator in advance prior to the presentation.

If your assigned date does not work with your schedule, please contact your co-residents to see if a trade is possible. Inform the residency program director of all trades/changes to your schedule.

ADDITIONAL DIDACTIC TEACHING OPPORTUNITIES

- Participants in the Teaching and Learning Certificate program are encouraged to participate in additional teaching activities as interest and time allows.
- Additional didactic teaching opportunities may be available including lectures to the P1, P2, and P3 students and participation in didactic electives.

CREATE A TEACHING PORTFOLIO

At the end of each semester, please turn in your teaching portfolio. Final completed Portfolio is due by the end of June or last day on campus and must include at a minimum:

- Teaching philosophy
- Summary of teaching activities (including: OSCEs, IPEs, TBL teaching, PRC labs, therapeutic teaching, clinical teaching), Clinical Case/SOAP note presentations, etc.)
- Lecture handouts
- Answer keys to quizzes/active learning exercises
- Quiz/Block exam questions
- Faculty evaluation and Student evaluations

COLLABORATING RESIDENCY PROGRAMS

- All programs participating in the Teaching and Learning Certificate Program at CNUCOP must use ASHP-approved residency program management (i.e., PharmAcademic). Programs must utilize and provide PharmAcademic to designated preceptors at CNUCOP.



PGY1 RESIDENCY TEACHING AND LEARNING CERTIFICATE PROGRAM (2020-2021)

Our program is designed to help develop knowledge and skills of pharmacy residents who will be involved with teaching. Residents will teach fellow healthcare professionals, students, and the public on healthcare related issues. Opportunities are offered and designed to deliver and assess the effectiveness of education. Residents gain practical experience applying relevant knowledge and skills while receiving constructive feedback from faculty in classroom teaching and in simulated clinical environments.

GOAL

The primary goal is to develop skills required for a clinical educator to motivate and prepare student pharmacists for a career in the profession of pharmacy. Not only are we building their knowledge base but developing critical clinical skills that will help them successfully complete clinical rotations. This certificate program is aimed to give the resident teaching experience and to prepare residents for a possible career in academia. Upon completion of all required components, the resident will receive a teaching and learning certificate.

**For questions, contact our Program Coordinator:
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