REQUIRED COMPETENCY AREAS, GOALS, AND OBJECTIVES FOR POSTGRADUATE YEAR ONE (PGY1) COMMUNITY-BASED PHARMACY RESIDENCIES

Prepared jointly by the American Society of Health-System Pharmacists (ASHP)
and the American Pharmacists Association (APhA)

Introduction

The competency areas, goals, and objectives are for use with the *Accreditation Standard for Postgraduate Year One (PGY1) Community-based Pharmacy Residency Programs.* The four competency areas and their associated goals and objectives are required and must be included in all programs. Programs may add additional goals and objectives under one or more required competency areas. In addition, elective or customized goals and objectives may be selected for specific residents only. All required and any additional goals and objectives selected by the program must be evaluated at least once during the residency year.

Each objective has been classified according to educational taxonomy (cognitive, affective, or psychomotor) and level of learning. An explanation of the taxonomies is available elsewhere.[1,22] Objectives are achieved through the completion of activities. The Standard requires that specific activities be developed that match the Bloom's Taxonomy learning level for each objective. Activities are the answer to the question, "What can residents do in the context of this learning experience that will provide the kind of experiences necessary to achieve the educational objective?".

Progress toward achievement of a specific objective is assessed using criteria. The use of criteria-based evaluations is required by the Standard for both formative and summative assessment. The example criteria provided for each objective are intended to help preceptors and residents identify specific areas of successful skill development and areas requiring performance improvement. Preceptors may also develop their own criteria to assess resident performance, identify areas requiring performance improvement, and meet the intent of the standard.

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[1] Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

[2] David R. Krathwohl (2002): A Revision of Bloom's Taxonomy: An Overview, Theory Into Practice, 41:4, 212-218

Definitions

Competency Area: Categories of the residency graduates' capabilities.

Educational Goals (Goal): Broad statement of abilities.

Educational Objectives (Objective): Observable, measurable statement describing what residents will be able to do as a result of participating in the residency program.

Activities: What residents will do to learn and practice to achieve a specific objective.

Criteria: Indicators reflecting the quality of the residents' performance.

Competency Area R1: Patient Care

Goal R1.1: Provide safe and effective patient care services including medication management, health and wellness, immunization, and disease state management including medication management following the JCPP Pharmacists' Patient Care Process.[3] Services are provided to a diverse range of patients in collaboration with the health care team.

Note: Objectives R1.1.3 through R1.1.7 align with the steps of the JCPP Pharmacists' Patient Care Process while Objectives R1.1.1, R1.1.2, and R1.1.8 through R1.1.10 support the delivery of the JCPP Pharmacists' Care Process.

Objective R1.1.1: **(Responding and Applying) Demonstrate responsibility and professional behaviors as a member of the health care team.**
Criteria:
- Demonstrates professionalism through appearance and personal conduct.
- Interacts cooperatively, collaboratively, and respectfully.
- Holds oneself and colleagues to the highest principles of the profession's moral, ethical, and legal conduct.
- Places patient needs above own needs and those of other health professionals.
- Accepts consequences for his or her actions without redirecting blame to others.
- Maintains competency as a pharmacist.
- Stays current with the biomedical literature relative to current areas of practice.
- Prioritizes patient care activities appropriately as a part of daily responsibilities.
- Takes appropriate ownership of the care for patients.
- Works actively to identify and pursue resolution of significant medication-related problems.
- Assumes responsibility for patient care outcomes.

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[3] Joint Commission of Pharmacy Practitioners (2014): Pharmacists' Patient Care Process. Available at http://jcpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf.

Objective R1.1.2: (Responding and Applying) Establish a patient-centered relationship with the individual patient, family members, and/or caregivers.
Criteria:
- Demonstrates respect and empathy appropriately.
- Establishes rapport and trusting relationships with the patient, family members, and/or caregivers (i.e., establishes therapeutic alliances).
- Engages patient appropriately in making care decisions.
- Displays respect for the preferences and expressed needs of the patient.
- Exhibits cultural competency and respect for diversity when interacting with patients, family members, and/or caregivers.
- Keeps commitments made to patients.
- Respects patients' privacy.

Objective R1.1.3: (Valuing and Analyzing) Collect relevant subjective and objective information for the provision of individualized patient care.
Criteria:
- Identifies and accesses appropriate sources of information.
- Collects accurate and complete subjective and objective information for the provision of patient care including the following:
  - complete current medication list and medication use history including prescription and nonprescription medications, herbal products, and other dietary supplements;
  - relevant health data including medical history, health and wellness information, biometric test results, physical assessment findings, and pharmacogenomics/pharmacogenetics information; and,
  - patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that affect access to medication(s) and other aspects of care.
- Performs appropriate physical assessment.
- Orders laboratory tests, if applicable.
- Conducts appropriate point of care testing, if applicable.
- Organizes information thoroughly, efficiently and effectively from all relevant sources while excluding extraneous information.
- Uses a systematic process for recording information that is functional for subsequent problem solving and decision-making.
- Displays understanding of limitations for information collected from the patient and health records.
- Clarifies information appropriately when needed.

ObjectiveR1.1.4: (Analyzing) Analyze and assess information collected and prioritize problems for provision of individualized patient care.
Criteria:
- Analyzes the information and assesses the clinical effects of the patient's therapy in the context of the patient's overall health goals and to achieve optimal care including assessing:
  - each medication for appropriateness, effectiveness, safety, and patient adherence;
  - health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care; and,
  - immunization status and the need for preventive care and other health care services, where appropriate.

- Identifies unmet health care needs of patient.
- Identifies medication therapy problems accurately.
- Prioritizes the patient's needs correctly based on professional judgments as well as the patient's values, preferences, priorities and goals.
- Prioritizes the problem list correctly including identifying which problems the pharmacist can manage and which problems require referral.

Objective R1.1.5: (Valuing and Creating) Design a safe and effective individualized patient-centered care plan in collaboration with other health care professionals, the patient, and caregivers.
Criteria:
- Chooses and follows the most appropriate and up-to-date guidelines to create the care plan.
- Establishes evidenced-based and cost effective care plans that:
  o address medication-related problems and optimize medication therapy appropriately;
  o have realistic, measurable goals of therapy for achieving clinical outcomes in the context of the patient's overall health care goals and access to care;
  o engage the patient through education, empowerment, and self-management;
  o support care continuity, including follow-up and transitions of care, as appropriate;
  o meet the patient's health care goals including self-care options as appropriate;
  o are appropriate for the disease states being treated and/or prevented; and,
  o are created in collaboration with other health care professionals, the patient and caregivers.

Objective R1.1.6: (Applying) Implement the care plan in collaboration with other health care professionals, the patient, and caregivers.
Criteria:
- Implements the care plan by effectively engaging the patient through education, empowerment, and self-management including:
  o addressing medication problems and optimizing medication therapy;
  o initiating, modifying, discontinuing, or administering medication therapy as authorized; and,
  o addressing-health related problems through preventive care strategies, vaccine administration, and lifestyle modifications.
- Contributes to coordination of care, including the referral or transition of the patient to another health care professional.
- Determines and schedules appropriate follow-up care or referrals as needed to achieve goals of therapy.
- Communicates appropriate details of the care plan effectively and efficiently with all relevant health care professionals.

Objective R1.1.7: (Evaluating) Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals, the patient, and caregivers as required.
Criteria:
- Monitors patient progress and adjusts care plan appropriately in collaboration with other health care professionals, the patient and caregivers by:

- reassessing all medications for appropriateness, effectiveness, safety, and patient adherence through available health data, biometric test results, and patient feedback;
- evaluating clinical endpoints and outcomes of care including progress toward or the achievement of goals of therapy;
- identifying appropriate modifications to the care plan;
- establishing a revised plan in collaboration with other health care professionals, the patient and/or caregivers.
- Communicates relevant modifications to the care plan to the patient, caregivers, and other relevant health care professionals.
- Establishes appropriate schedule for follow-up care or referral as needed to achieve goals of therapy.

Objective R1.1.8: (Valuing and Applying) Collaborate and communicate effectively with patients, family members, and caregivers.
Criteria:
- Uses clear and concise language at the appropriate literacy level.
- Uses most appropriate communication techniques to engage the patient and elicit accurate and meaningful data and to provide education.
- Identifies appropriate communication support services to facilitate communication with diverse patient populations in the practice.
- Uses appropriate interviewing techniques (such as using open-ended questions, identifying non-verbal cues).
- Uses appropriate motivational interviewing techniques to facilitate health behavior change.
- Verifies accurately patient understanding.
- Supports and assists patients effectively with health behavior changes.
- Provides appropriate supplemental written communication materials.

Objective R1.1.9: (Valuing and Applying) Collaborate and communicate effectively with other health care team members.
Criteria:
- Adheres consistently and appropriately to the Core Principles & Values for Effective Team-based Health Care.[4]
- Makes recommendations clearly, concisely, persuasively, and in a timely manner.
- Demonstrates appropriate skills in negotiation, conflict management, and consensus building.
- Defuses negative reactions effectively.
- Communicates assertively, but not aggressively.
- Advocates effectively on behalf of patients to other members of the health care team.

Objective R1.1.10: (Applying) Document patient care activities appropriately and efficiently.
Criteria:
- Selects appropriate information to document.
- Documents clearly and in an appropriate format.

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[4] Mitchel et al. Core Principles & Values of Effective Team-Based Health Care. Available at:
https://www.nationalahec.org/pdfs/vsrt-team-based-care-principles-values.pdf.

- Documents in a timely fashion.
- Follows the practice's documentation policies and procedures.
- Documents appropriately to support coding, billing, and compensation.
- Ensures security of Protected Health Information (PHI) throughout the documentation process.

Goal R1.2: Provide safe and effective patient care during the delivery of patient-centered dispensing.

Objective R1.2.1: (Analyzing) Prior to dispensing a medication, perform an effective drug utilization review aligned with the JCPP Pharmacists' Patient Care Process to identify, detect, and address therapeutic problems.
Criteria:
- Collects and assesses appropriate information to identify and detect actual or potential therapeutic problems.
- Creates and implements a plan to make appropriate interventions to resolve potential or actual therapeutic problems.
- Documents appropriately interventions made and outcomes of the intervention.

Objective R1.2.2: (Applying) Prepare and dispense or administer (when appropriate) medications to support safe and effective patient-centered care.
Criteria:
- Receives the prescription and obtains all required information.
- Interprets prescription and performs order entry accurately.
- Prepares medications using appropriate techniques and follows the pharmacy's policies and procedures and applicable professional standards in accordance with patient needs.
- Completes all steps in the final check of filled prescriptions to ensure accuracy.
- Administers medications using appropriate techniques.
- Stores prepared medications appropriately.
- Completes independently all steps of the patient-centered dispensing process accurately and efficiently.

Objective R1.2.3: (Applying) Identify and provide services related to patient-centered dispensing that assist individual patients in the safe and effective use of medications.
Criteria:
- Identifies patients' needs for appropriate available services in the practice to facilitate safe and effective use of medications (e.g., compliance packaging, delivery services, compounded formulations, home care, DME, adherence programs).
- Recommends and engages patients in appropriate services to help improve patient outcomes.
- Provides needed services.
- Assists patients in navigating the health care system, as appropriate.

Objective R1.2.4: (Analyzing) Counsel and educate the patient and/or caregiver about dispensed medications, self-care products, medication adherence, and appropriate referrals for services.
Criteria:
- Recognizes appropriately when patients need medication counseling and education and maintains compliance with state laws and regulations related to patient counseling.
- Educates the patient and/or caregiver effectively about both dispensed and self-care medications.
- Employs effective counseling techniques (e.g., teach-back technique, IHS method).
- Assists patients in making appropriate self-care product selections.
- Determines barriers to patient adherence and makes appropriate adjustments.
- Takes appropriate actions to refer patients for other health care services or care by other health care professionals.

Goal R1.3: Provide safe and effective medication-related patient care when patients transition between care settings.

Objective R1.3.1: (Analyzing) Identify needs of individual patients experiencing care transitions.
Criteria:
- Recognizes routinely the patients in the community-based practice who are experiencing care transitions.
- Obtains an accurate and appropriate history to identify individualized needs of the patient experiencing care transitions.
- Conducts medication reconciliation thoroughly and effectively.
- Provides medication management when appropriate.
- Identifies potential and actual medication-related problems.

Objective R1.3.2: (Applying) Manage and facilitate care transitions between patient care settings.
Criteria:
- Identifies appropriate resources for patients in transition and makes appropriate connections to resolve issues.
- Takes appropriate actions on identified medication-related problems.
- Provides accurate and timely follow-up information when patients transfer to another facility, level of care, pharmacist, or other health care professional, as appropriate.
- Provides effective education to the patient and/or caregiver in transition.
- Follows up with patient in a timely and caring manner.
- Takes appropriate and effective steps to help avoid unnecessary hospital admissions and/or readmissions.
- Documents appropriately services provided, actions taken, interventions performed, referrals made, and outcomes achieved, as applicable.

Competency Area R2: Leadership and Management

Goal R2.1: Manage operations and services of the practice.

Objective R2.1.1: (Applying) Manage dispensing and patient care services at the community-based practice site.
Criteria:
- Adheres to legal, regulatory, and accreditation requirements.
- Follows the organization's established policies and procedures.
- Demonstrates accurate knowledge and understanding of pharmacy and medication use systems for providing distributive and patient care services.
- Uses information systems and web platforms efficiently.
- Monitors effectively and efficiently the accuracy of the work of pharmacy technicians, clerical personnel, student pharmacists, and others according to applicable laws and organizational policies.
- Understands and adheres to coding, billing, and reimbursement regulations.
- Adheres to appropriate safety and quality assurance practices.
- Promotes effectively a culture of safety.
- Identifies system errors prior to an event.
- Prioritizes appropriately workload and organizes and oversees effective and efficient delivery of patient care and dispensing services.
- Assists appropriately with training and evaluation of staff at the practice site.
- Identifies and contributes suggestions for the creation or enhancement of policies, procedures, and protocols related to services provided.

Objective R2.1.2: (Applying) Participate in organizational level management activities, functions, and/or decision-making.
Criteria:
- Knows the organizational structure.
- Explains the strategic planning process of the organization correctly.
- Explains the quality improvement plan of the organization correctly.
- Explains current credentialing and privileging processes of the organization and potential changes for the future correctly.
- Determines, investigates, reports, tracks, and trends adverse drug events, medication errors, and efficacy concerns accurately using accepted organizational resource and programs.
- Participates effectively on committees or informal work groups to complete group projects, tasks, or goals.
- Assesses programmatic data against benchmarks correctly.
- Develops and presents background information for group projects, tasks, or goals accurately and effectively.
- Helps to properly identify and define significant organizational needs.
- Helps to develop appropriate policies, guidelines, protocols, or plans that address organizational needs.
- Participates effectively in implementing changes, using change management and quality improvement best practices and tools, consistent with team and organizational goals.

Objective R2.1.3: (Understanding) Identify relevant external factors that influence or impact community-based practice and identify appropriate strategies to adjust, comply, or improve.
Criteria:
- Explains correctly how changes to laws and regulations related to medication use, pharmacy practice, and health care impact the practice and services provided.
- Explains correctly the purpose of external quality metrics and how they are developed, abstracted, reported, and used in the context of a value-based health care system.
- Identifies appropriate stakeholders or entities outside of the practice that impact the practice and its functions.
- Identifies appropriate resources to keep updated on trends and changes within pharmacy and health care.
- Articulates correctly the current external issues that impact community-based practice.
- Understands the changes needed to adjust, comply, or improve the practice in response to external factors.

Objective R2.1.4: (Creating) Evaluate an existing, or develop a new collaborative practice agreement, standing order, or implementation process for a state-based protocol to expand the scope of practice for community-based pharmacists.
Criteria:
- Articulates correctly the purpose, state laws, regulations and other requirements of collaborative practice agreements, standing orders, and state-based protocols.
- Develops or evaluates accurately an existing collaborative practice agreement, standing order, or state-based protocol that reflects applicable state laws, regulations, and other requirements.
- Uses appropriate evidence-based treatment guidelines in the development or evaluation of an existing collaborative practice agreement, standing order, or state-based protocol.
- Describes correctly how the collaborative practice agreement, standing order, or state-based protocol reflects a mutual understanding of all stakeholders.
- Discusses accurately how the new collaborative practice agreement, standing order, or state-based protocol could be potentially implemented as part of pharmacy operations.

Goal R2.2: Demonstrate personal and professional leadership skills.

Objective R2.2.1: (Valuing and Applying) Manage one's self effectively and efficiently.
Criteria:
- Adheres to organizational policies and procedures.
- Works effectively within the organization's political and decision-making structure.
- Demonstrates personal commitment to the mission and vision of the organization.
- Demonstrates effective workload and time management skills and manages time to appropriately meet responsibilities within the confines of a reasonable workday.
- Prioritizes and organizes all tasks appropriately.
- Selects appropriate daily activities.
- Delegates appropriate work to technical and clerical personnel.
- Prepares appropriately to fulfill responsibilities (e.g., patient care, projects, management, and meetings).
- Sets and meets realistic goals.

- Sets and manages appropriate timelines in harmony with other involved individuals.
- Assumes and takes on increased levels of responsibility proactively.
- Assumes responsibility for quality of work and necessary improvement.
- Recognizes desired life balance and aligns it appropriately with future goals.
- Balances personal needs appropriately with the needs of the organization.

Objective R2.2.2: (Valuing and Applying) Apply a process of on-going self-evaluation and personal performance improvement.
Criteria:
- Demonstrates ability to accurately self-reflect and self-assess to summarize own strengths and areas for improvement in knowledge, values, qualities, skills, and behaviors.
- Engages effectively in self-evaluation process to determine progress on specified goals and plans.
- Sets realistic expectations of performance.
- Demonstrates ability to accept and incorporate constructive feedback from others.
- Integrates new knowledge and skills to meet expectations appropriately.
- Uses self-evaluation effectively to develop professional direction, goals, and plans.
- Uses effectively principles of continuing professional development (CPD) (reflect, plan, act, evaluate, record, and review).

Objective R2.2.3: (Valuing and Applying) Demonstrate effective leadership skills and behaviors.
Criteria:
- Demonstrates effective leadership while engaging with management and patient care teams (i.e., lead from where you stand).
- Leads working groups and/or committees effectively and efficiently.
- Embraces challenges and develops effective solutions.
- Embraces and advocates appropriately for changes that improve patient care.
- Manages conflict effectively.
- Builds consensus effectively.
- Demonstrates effective negotiation skills.
- Uses effective leadership communication skills and styles.
- Builds professional relationships effectively and appropriately.
- Influences others in a positive manner.
- Serves as a positive role model to student pharmacists, technicians, pharmacists, and other health care professionals.

Objective R2.2.4: (Valuing and Applying) Demonstrate commitment to the profession through active participation in the activities of a national, state, and/or local professional association.
Criteria:
- Articulates correctly the benefits of active participation in professional associations at all levels.
- Demonstrates accurate knowledge and awareness of the significance of local, state, and national advocacy activities impacting pharmacy and health care.
- Participates appropriately in practice and advocacy activities of national, state, and/or local professional associations.

Objective R2.2.5: (Valuing and Applying) Demonstrate commitment to the community through service.
Criteria:
- Understands the importance of community involvement as a core tenant of being a community-based pharmacist practitioner.[5]
- Articulates effectively the contribution that community service makes to personal and professional growth and development.
- Engages in a community service activity that aligns with the resident's personal goals and schedule.
- Fulfills commitments made to provide community service.

Competency Area R3: Advancement of Community-based Practice and Improving Patient Care

Goal R3.1: Conduct a quality improvement project in the medication use system or in a patient care service to improve care and safety.

Note: Ideally, Objectives R3.1.1 through R3.2.3 should be completed for the same project. If necessary, multiple projects can be used to meet the individual objectives.

Objective R3.1.1: (Creating) Identify the need and develop a plan for a quality improvement project focused on the medication-use process and/or patient care services.
Criteria:
- Articulates and demonstrates accurate knowledge of continuous quality improvement (CQI) principles and the practice's CQI policies and procedures.
- Compares practice functions appropriately with established best practices, evidence-based resources, and accreditation guidelines when appropriate to identify opportunities for improvements (e.g., ISMP, national guidelines).
- Analyzes relevant data appropriately to identify opportunities for improvement.
- Identifies an appropriate topic for a quality improvement project.
- Identifies the scope of the issue (i.e., What is the change to implement?) to be addressed within the quality improvement topic.
- Develops a feasible design for the project using evidence-based principles when appropriate and a systematic approach that considers who or what will be affected by the project.

Objective R3.1.2: (Applying) Implement a quality improvement project.
Criteria:
- Obtains appropriate reviews and approvals from department, organization, and/or external entities.
- Follows the designed implementation plan effectively and efficiently.

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[5] Bennett M, Goode JV. Recognition of community-based pharmacist practitioners: Essential health care providers. J Am Pharm Assoc (2003). 2016 Sep-Oct;56(5):580-3.

- Uses appropriate electronic data and information from internal information databases, external online databases, internet resources, and other sources of decision support, as applicable.
- Collaborates effectively with necessary members of the pharmacy and/or organization team to implement.
- Completes the project as specified in the implementation plan following established timeline and milestones.

Objective R3.1.3: (Evaluating) Evaluate the impact of a quality improvement project.
Criteria:
- Collects appropriate outcome data and analyzes the data to assess implemented change
- Identifies need for additional modifications or changes.
- Determines effectively the impact in terms of quality, safety, cost-effectiveness, significance, and sustainability.

Goal R3.2: Contribute to the development, implementation, and evaluation of a new pharmacy service or to the enhancement of an existing service.

Note: Ideally, Objectives R3.2.1 through R3.2.3 should be completed for the same service. If necessary, multiple services can be used to meet the individual objectives.

Objective R3.2.1: (Creating) Identify the need and develop a business plan for a new or enhanced service.
Criteria:
- Identifies an unmet need accurately for a new or enhanced service.
- Identifies anticipated outcome(s) appropriately for patients through implementation of a new or enhanced service.
- Identifies correct resources needed for developing and implementing a new or enhanced service.
- Engages team members effectively throughout the development process.
- Develops a training plan for team members who will be delivering the new or enhanced service.
- Identifies the necessary components of and develops a complete business plan for a new/enhanced service.
- Identifies appropriate stakeholders.
- Identifies and secures all necessary approvals before moving forward.
- Projects the financial impact and the value of the new/enhanced service appropriately for the pharmacy, organization, and patients.
- Identifies appropriate potential revenue sources or potential sources of compensation.
- Develops a marketing strategy that is appropriate for target audience and integrated with the overall practice's marketing plan.
- Uses appropriate presentation and persuasive skills to secure approval of the proposal for the new or enhanced service.

Objective R3.2.2: (Applying) Implement the planned new or enhanced service.
Criteria:
- Implements the components of the business and marketing plans effectively and efficiently to initiate new or enhanced service.
- Engages team members effectively throughout the implementation process.
- Meets the established timeline and milestones as specified in the implementation plan.

Objective R3.2.3: (Evaluating) Evaluate the new or enhanced service to determine if it meets the stated goals and is sustainable.
Criteria:
- Collects appropriate outcome data to assess the new or enhanced service.
- Analyzes data appropriately to assess the success of new or enhanced service.
- Determines accurately the impact to the practice in terms of quality, safety, cost-effectiveness, significance, and sustainability.
- Identifies accurately the need for additional modifications or changes to improve the service.

Goal R3.3: Complete a practice innovation or research project that advances community-based practice using effective project management skills.

Note: The project referred to in Objectives R3.3.1 through R3.3.4 can be related to quality improvement project in goal R3.1 or with the development of a new or enhanced service in goal R3.2 if robust enough, sufficient data collection occurs, and all the objectives are met.

Objective R3.3.1: (Creating) Identify and design a practice-related project significant to community-based practice.
Criteria:
- Articulates correctly the importance of practice-based research and the sharing of new knowledge and practice experiences.
- Identifies potential projects that are in alignment with pharmacy's patient care and/or operational goals.
- Analyzes relevant background information including evidenced-based resources and best practices to determine if project warrants investigation.
- Selects a project that can be completed in a reasonably expected timeframe.
- Identifies appropriately the scope of the issue (i.e., What is the research question?) to be addressed within the project.
- Identifies appropriate data and information from internal information databases, external online databases, internet resources, and other sources of decision support, as applicable, required for project.
- Develops a feasible design with sound methodology using evidence-based principles and a systematic approach written in the appropriate format.
- Creates a comprehensive implementation plan for the project that includes appropriate reviews and approvals required by department, organization, and/or external entities.

Objective R3.3.2: (Applying) Implement a practice-related project significant to community-based practice.
Criteria:
- Collaborates effectively with necessary members of the pharmacy and/or organization team to implement the project.
- Collects appropriate data and other information for project evaluation.
- Completes the project as specified in the implementation plan following established timeline and milestones.

Objective R3.3.3: (Evaluating) Accurately assess the impact of the practice-related project including sustainability, if applicable.
Criteria:
- Analyzes data and information collected to assess the success of the project.
- Determines and discusses the impact of the project in terms of quality, safety, cost-effectiveness, significance, and sustainability, if applicable.
- Identifies limitations of the project and potential modifications or changes.
- Draws appropriate conclusions from the analyzed data.

Objective R3.3.4: (Responding and Creating) Effectively develop and present, orally and in writing, a final project report.
Criteria:
- Develops an oral report for the project that is well organized and easy to follow.
- Presents oral project report with poise and confidence to an external audience.
- Responds to questions knowledgably and accurately.
- Summarizes key points at the close of the presentation.
- Develops a project poster in an appropriate format that is clear, concise, and easy to follow without typographical or design errors.
- Presents professionally a poster to an external audience.
- Writes a project manuscript that uses and meets the criteria required for the selected manuscript style.
- Completes all report requirements on time and within assigned timeframe.

Competency Area R4: Teaching, Education, and Dissemination of Knowledge

Goal R4.1: Provide effective education and/or training.

Objective R4.1.1: (Creating) Design effective education and/or training activities based on the learners' level and identified needs.
Criteria:
- Writes educational objectives that are specific, measurable, at a relevant learning level, and address the audience's defined learning need.
- Chooses content for instruction:
  - that is relevant, thorough, evidence-based, and reflects best practices;
  - based on an accurate assessment of the learner's need and level of understanding;
  - that has accurate and sufficient information in the instructional materials to meet the needs of the audience; and,

o that matches the intent of the stated educational objectives.
- Includes accurate citations and relevant references and adheres to applicable copyright laws.
- Designs instructional materials that appropriately match the cultural needs and literacy level of the audience.

Objective 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 students; pharmacists; and other health care professionals.
Criteria:
- Selects teaching method to deliver the material based on the type and level of learning required (cognitive, psychomotor, and affective).
- Incorporates multiple appropriate educational techniques to present the program.
- Develops and uses effectively audio-visual and handouts to support learning activities.
- Demonstrates thorough understanding of the topic.
- Organizes and sequences instruction properly.
- Presents at appropriate level of the audience.
- Speaks at an appropriate rate and volume with articulation and engaging inflection.
- Uses effectively body language, movement, and expressions to enhance presentations.
- Makes smooth transitions between concepts and slides.
- Summarizes important points at appropriate times throughout presentations.
- Demonstrates ability to adapt appropriately during the presentation.
- Responds to questions from participants in a concise, accurate, and thoughtful manner.
- Creates an assessment plan that will accurately measure the participants' attainment of the educational objectives.
- Demonstrates willingness to incorporate constructive feedback received from participants.

Objective 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.

Criteria:
- Writes in a manner that is concise, easily understandable, and free of errors.
- Demonstrates thorough understanding of the topic.
- Notes appropriate citations and references.
- Includes critical evaluation of the literature and knowledge advancements or a summary of what is currently known on the topic.
- Develops and uses tables, graphs, and figures to enhance the reader's understanding of the topic, when appropriate.
- Writes at a level appropriate for the target readership (e.g. patients, caregivers, and members of the community; pharmacists; and other health care professionals).
- Creates visually appropriate documents (e.g., font, white space, and layout).
- Creates one's own work and does not engage in plagiarism.
- Seeks feedback from the targeted audience.

Goal R4.2: Effectively employ appropriate preceptor skills when engaged in experiential teaching (e.g., students, pharmacy technicians, or other health care professionals)

Objective R4.2.1: (Analyzing) Identify experiential learning activities and select appropriate preceptor roles to meet learners' educational needs.
Criteria:
- Utilizes knowledge, skills, experiences, and values appropriately to prepare the next generation of pharmacists.
- Identifies experiential learning opportunities in the practice setting and engages learners appropriately.
- Creates an organized and systematic approach to designing learning experiences for the student.
- Moves with ease between the four preceptor roles as learner needs change.
- Provides effective, focused direct instruction when warranted.
- Models skills by including "thinking out loud," so learners can "observe" critical-thinking skills.
- Coaches, including effective use of verbal guidance, feedback, and questioning, as needed.
- Facilitates, when appropriate, by allowing learner independence and using indirect monitoring of performance.
- Selects appropriate problem-solving situations for independent work by the learner.
- Chooses appropriate preceptor roles to stimulate professional growth in health care professional students and pharmacy technicians.

Objective R4.2.2: (Analyzing) Provide appropriate and timely formative and summative feedback and ensure learner understands the feedback during experiential learning.
Criteria:
- Identifies appropriate time to provide feedback to the learner.
- Uses appropriate methods to provide feedback.
- Engages the learner effectively in self-assessment.
- Provides criteria-based feedback correctly.
- Develops an action plan and monitoring plan in collaboration with the learner to encourage performance improvement.
- Identifies and takes appropriate actions when learner fails to meet performance expectations.

Sommers-Hanson, Monet Stanford, and Akilah Strawder. The contributions and significant commitment of these individuals in the development of both the ACCREDITATION *STANDARD FOR POSTGRADUATE YEAR ONE (PGY1) COMMUNITY-BASED PHARMACY RESIDENCY PROGRAMS AND* the *REQUIRED COMPETENCY AREAS, GOALS, AND OBJECTIVES FOR POSTGRADUATE YEAR ONE (PGY1) COMMUNITY-BASED PHARMACY RESIDENCIES* is gratefully acknowledged and sincerely appreciated.

This document replaces the *REQUIRED AND ELECTIVE EDUCATIONAL OUTCOMES, GOALS, OBJECTIVES AND INSTRUCTIONAL OBJECTIVES FOR POSTGRADUATE YEAR ONE (PGY1) COMMUNITY PHARMACY RESIDENCY PROGRAMS* document that was approved by the ASHP Board of Directors on September 22, 2006 and the APhA Board of Trustees on September 15, 2006.

Implementation of both the ACCREDITATION *STANDARD FOR POSTGRADUATE YEAR ONE (PGY1) COMMUNITY-BASED PHARMACY RESIDENCY PROGRAMS AND* the *REQUIRED COMPETENCY AREAS, GOALS, AND OBJECTIVES FOR POSTGRADUATE YEAR ONE (PGY1) COMMUNITY-BASED PHARMACY RESIDENCIES* is required for all programs as of July 1, 2017.