Residency Program Director

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**Please note that the following syllabus is to be used in conjunction with CUSP’s Residency Advisory Committee policies and procedures document which is provided and reviewed during orientation.**

I. Introduction

The purpose of the Chapman University Executive Community Pharmacy Enhanced Service Network (CPESN) Residency Program is to develop pharmacy practitioners that are actively involved in providing and developing advanced patient care services within the community pharmacy setting. In addition, this residency program will help the resident learn how to implement large scale change in the community pharmacy setting though active involvement in the California CPESN.

II. General Roles, Responsibilities, and Desired Skill Sets of the CPESN Executive Resident

Roles/Responsibilities

1. Coaching for Flip the Pharmacy -- Schedules and conducts site visits with pharmacies that have partnered with an academic pod, utilize the FtP change package to help implement change at the site. Works with leads at each pharmacy to review, strengthen, and maintain workflow and ensure that the change packages are being used and implemented, troubleshoots any issues.

2. Pharmacy Recruitment – Assume an active role regarding pharmacy recruitment, including plan and organize recruitment efforts; conduct outreach and educational efforts to pharmacies; ensure follow up with potentially interested pharmacies

3. Quality Assurance – Educate pharmacies about Care Plan requirements and other CPESN USA minimum standards; assure local quality assurance strategy is in place; review quality assurance data made available through CPESN USA and local network; coordinate with luminaries regarding coaching for low-performing or non-engaged pharmacies; recommend pharmacies for suspension or removal from the network when necessary

4. Local Network Meetings (Including Work Groups, Leadership Meetings, & All Participant Meetings) – Attends all local network meetings and conference calls as assigned. Chairs meetings and take minutes when requested.

5. Local Network Communications – Provide leadership to network communication plans; ensure participating pharmacies receive a regular stream of communication from the
network and have ample opportunity to engage in opportunities to provide feedback and join meetings and work groups

6. Network Development – Organize network development efforts, including work groups, recruitment of participating pharmacies, roles of partnering entities/collaborators, and fulfillment of key leadership roles within the network (e.g., lead luminary, lead account manager, etc)

7. ACT Collaborative -- Works with the Academic-CPESN Transformation (ACT) collaboration to identify, develop, and disseminate tools and other resources to share with the academic Pods.

Skill Sets

1. Maintains a comprehensive understanding of CPESN “network of networks” concept, value proposition to individual pharmacies, and how CPESN networks relate to current healthcare landscape
2. Possesses top-notch written and verbal communication skills
3. Possesses strong group facilitation skills and understanding of successful policy / advocacy efforts at the local or state level
4. Maintains strong clinical skills as well as professional relationships with individuals and organizations that are key to the network’s success

III. Distribution of the Resident’s Effort

1. 60% distribution of effort: provide patient care and pharmacy services at one or more CA CPESN sites. Help precept IPPE and APPE students at the site(s)
2. 25% distribution of effort: conduct site visits to pharmacies enrolled in CA CPESN, help sites implement their Flip the Pharmacy Change Packets. Help to organize and maintain California CPESN as part of the CUSP Coordination Center
3. 10% distribution of effort: conduct outcomes-based research around the CPESN-FtP-ACT framework
4. 5% distribution of effort: teach in PHRM 577 and other classes as assigned or requested

IV. Program Structure/Schedule (subject to change)

Required rotations/learning experiences and affiliated preceptors:

1. Hendricks Pharmacy – Dr. Garner
2. CPESN Site Visits – Dr. Hess (Drs. Bach, Xavioer)
3. CPESN CA Network Maintenance – CUSP Coordinating Center Faculty and Staff
4. Teaching – Dr. Hess/Residency Advisory Committee
5. Project/Research – Dr. Hess

Possible Elective Rotations

1. Network facilitator/Independent Ownership -- Sonya Frausto
2. Prescribe Wellness
V. Tentative Schedule

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V. Learning Experiences

It is expected that residents maintain a professional appearance and demeanor throughout the duration of the residency program. Residents must contact each preceptor/site prior to the start of the rotation/learning experience for directions to the site, first day instructions/what to bring, and any additional supplemental material needed.

Hendricks Pharmacy

Description of the rotation/learning experiences

Hendricks Pharmacy provides many learning opportunities ranging from hands on filling and dispensing in a community pharmacy setting to direct patient care programs and activities such as administering vaccines, providing medication therapy management services, and screening services.

List of learning activities for the resident

1. Management and ownership
   a. Help to manage an independent pharmacy including interns, technicians, and clerks
   b. Direct workflow and delegate projects to maintain an efficient and accurate dispensing process
   c. Assist in the review and revision of the pharmacy's policies and procedures
d. Perform inventory control and assist in the maintenance of the pharmacy's inventory

2. Patient care services
   a. Furnish medications according to California State Protocols (e.g. naloxone, hormonal contraception, etc)
   b. Provide patient care services that support/are in alignment with CPESN CA
   c. Submit eCare plans using an approved eCare plan vendor
   d. Schedule follow up appointments with patients as appropriate/necessary

3. Dispensing and health education
   a. Dispense medications in the pharmacy according to state and federal regulations
   b. Counsel patients as appropriate regarding the safe and effective use of prescription and nonprescription medications
   c. Provide health education to the public, patients, and providers

CPESN CA Pharmacy Site Visits
Description of the rotation/learning experiences
The resident will serve as a CUSP practice transformation coach and will work with CUSP affiliated pharmacy sites on their Flip the Pharmacy initiatives and will report to the residency program director on implementation status at each site.

List of learning activities for the resident
1. The resident will schedule and conduct site visits with pharmacies that have partnered with the CUSP Academic POD
2. The resident will review and utilize the FtP change package to help implement change at the pharmacy
3. The resident will work with leads at each pharmacy to review, strengthen, and maintain workflow and ensure that the change packages are being used and implemented, and will troubleshoots any issues
4. Educate pharmacies about care plan requirements and other CPESN minimum standards
5. The resident will report back to others on the Academic POD calls.

CPESN CA Network Maintenance
Description of the rotation/learning experiences
The resident will help CUSP with maintaining the CPESN in California which includes providing support services to practice transformation teams, to participating network pharmacies, and to other entities in the network as needed or requested. In addition, the resident will help recruit Schools of Pharmacy in California that are not apart of CPESN-FtP-ACT to become active in this initiative and will work specifically with the ACT collaboration to identify, develop, and disseminate tools and other resources to share with the Academic PODs

List of learning activities for the resident
1. Maintains the CUSP Coordinating Center’s CPESN Dropbox and ensures that Dropbox content is up to date and accurate.
2. Organizes and chairs calls for all Academic POD Leads to discuss status of each POD from their coaches’ feedback. Feeds back anything pertinent to the larger Academic PODs or to the Lead Network Facilitator for additional action.
3. Organizes and chairs calls for the Academic POD’s to discuss status of each POD. Feeds back anything pertinent to the Lead Network Facilitator or CPESN for additional action.
4. Works with the ACT collaboration to identify, develop, and disseminate tools and other resources to share with the Academic PODs.
5. Assumes an active leadership role regarding pharmacy recruitment into the California CPESN.

**Teaching – Required**

**Description of the rotation/learning experiences**
The resident will be involved in the teaching and facilitation of PHRM 577: Health Care Delivery and other courses/lectures as assigned. Lecture/case topics will be assigned on a resident-to-resident basis according to interest and course need. Feedback on lectures and/or case discussions will be provided by the RPD and/or appropriate College faculty that the resident may be working with. The resident will also be assigned to help grade the OSCEs as needed.

**List of learning activities for the resident**

1. Create and present lectures and cases to pharmacy students as assigned/requested
2. Create kahoot, quiz, and exam questions for all assigned lectures
3. Help coordinate active learning exercises with course faculty as required/requested
4. Facilitate case discussions as part of course faculty as required/requested

**Project/Research – Required**

**Description of the rotation/learning experiences**
Throughout the year, the resident will be assigned to various projects at each of his/her practice sites or by the RPD according to the needs of the practice sites and/or RPD and/or interests of the resident. The resident will also be responsible for completing a research project in conjunction with the RPD and appropriate site preceptors that is to be presented at the APhA Annual meeting or another suitable professional association meeting that is agreed upon by the RPD and resident. In addition, the resident is required to submit a draft manuscript on their research project to the RPD by the completion of the residency year for subsequent submission to a peer-reviewed journal.

**List of learning activities for the resident:**

1. Create an IRB research protocol and obtain IRB approval for the research project
2. Design, implement, and analyze data from their project in consultation with the RPD, site preceptors, and/or other faculty as appropriate
3. Periodically present their research to date with the RPD and preceptors for formative feedback and improvement
4. Present the results of their research at the APhA annual meeting (poster presentation)
5. Develop a manuscript suitable for publication and submit it to the RPD by the end of the residency program for subsequent publication

VI. Evaluations

The Chapman University Executive CPESN Residency Program will be formally evaluated according to a standardized evaluation form. Residents will also evaluate the program and preceptors in addition to conducting a self-evaluation of his/her own progress to date. All evaluations must be completed in a timely manner and will be reviewed between the resident and RPD and other parties as appropriate in person. In addition, the resident will meet with the RPD on a weekly basis to discuss the status of projects/assignments in order to informally assess the residency to date, to help identify any issues that need to be resolved, and to receive general formative feedback. From these evaluations and from the resident’s self-evaluation of their goals, strengths, weaknesses, etc, a customization plan may also be developed to better meet resident needs and interests as well as to work on areas for improvement.

VII. Additional Resident Activities

Professional Meetings: Attendance (in-person or virtual) at the APhA annual meeting in March/April is required in order to present the results of their research project. The resident may choose however to present their work at another conference more suitable to their work, but must receive approval from the RPD beforehand. Please note: attending professional pharmacy meetings does not constitute vacation or time off from the residency program.

Teaching/Research Certificate Program: The resident will participate in the CUSP teaching and research certificate program. At the successful completion of this program, the resident will receive a certificate of completion. Please see appendix I for a description of this program.

PLEASE NOTE: Chapman University faculty or School administration may also request resident participation/assistance for activities such as, but not limited to: classroom discussions, grading, and/or health fairs. The resident should discuss these opportunities with the RPD for approval. Final discretion of resident participation is left to the RPD in consultation with affected preceptors.

VIII. Moonlighting Policy

The residency program will be the resident’s primary priority. Obtaining outside employment is permissible; however, it will be at the resident’s discretion to ensure that his/her performance with the program is not impeded. In addition, the resident must recognize and accept that resident hours may not always correspond to normal working hours (e.g. 0900 to 1700, 5 days a week) due to the nature of a residency program. The RPD must be made aware and approve of any moonlighting prior to it occurring.
IX. Time off from Residency Program
The resident will accrue vacation at a rate of 6.67 hours per month, which equates to 80 hours per year, or two weeks of vacation. The resident will not be eligible to use sick or vacation time for the first 90 days of employment per Chapman University policies. In extenuating cases, an exception may be able to be made, however, must be discussed with the RPD.

X. Requirements for Graduation from Residency Program
In order to graduate from this residency program, the following must be met as outlined:

1. Complete a yearlong research project:
   a. Finalize a research project topic
   b. Present findings at the American Pharmacists Association or another suitable venue agreed upon by the RPD
   c. Complete a draft manuscript of research project suitable for subsequent publication by the end of residency

2. Complete the teaching certificate program:
   a. Attend the teaching certificate didactic/workshop sessions;
   b. Provide services for Objective Structured Clinical Examination and Interprofessional Education (with preceptor and/or primary preceptor approval);
      and
   c. Provide support in other areas of the curriculum as deemed appropriate by the post-doctoral trainee, the residency program director, and the RAC.

XI. Licensure
Residents must attain pharmacy licensure as soon as possible, but at the latest within 90 days of the start of the residency program. Should extenuating circumstances arise in which the resident is not licensed within 90 days of starting the program, the result will be either temporary or permanent termination of the resident in the residency training program.

XII. Termination from the Residency Program
Removal of the resident from the program is the result of failure to meet the standards and criteria as set forth in this syllabus and/or the policies and procedures of CUSP. The resident may also be removed from the program as a result of repeated unprofessional conduct as determined by the RPD in consultation with School Administration or for a single severe act of unprofessionalism (e.g. resulting in direct patient harm).
Appendix I: CUSP Teaching Skills Professional Development Program

The Chapman University School of Pharmacy Teaching Skills Professional Development Program serves to enhance the teaching skills of the participant through instruction, experiences and mentoring.

Outcomes:
1. The resident will gain an expanded teaching skill set to utilize in a variety of roles as an educator, including lecturer, facilitator, and preceptor.
2. The resident will be able to demonstrate their expanded knowledge in a variety of instructional settings.
3. The resident will be able to create a teaching portfolio containing the required examples of scholarly work.
4. The resident will possess an understanding of the skills necessary to succeed in an academic setting as a faculty member in a college of pharmacy.

Requirements:
1. Participation in pedagogy seminars throughout the residency year.
2. Development and revision of a teaching philosophy statement.
3. Development and delivery of two in class lessons lasting a minimum of 1 hour each at Chapman University School of Pharmacy. Evaluations of the lessons to be provided by teaching mentor and participating students.
4. Involvement with 4 workshops at Chapman University for hands on instructions with students.
5. Involvement with 2 full days of objective structured clinical examinations (OSCE).
6. Development and delivery of two in-service presentations at residency program site. Evaluation of the presentations to be provided by residency site preceptor.
7. Participation in the APhA Preceptor Development Program.
8. Precept or Co-Precept one IPPE or APPE student. This experience is to be provided by the residency program. Participant is to write a reflection on the experience.
9. Completion of a teaching portfolio containing all requirements as indicated on the Teaching Portfolio Cover Sheet.