



The Brooklyn  
Hospital Center

Pharmacy Residency Program | The Remedy is Experience

## PGY2 Emergency Medicine Pharmacy Residency

### Program Structure

Type of Learning Experience	Duration*
<b>Required</b>	
Orientation	3-4 weeks
Critical Care Pharmacotherapy	4 weeks
Emergency Medicine Pharmacotherapy I	6-8 weeks
Emergency Medicine Pharmacotherapy II	6-8 weeks
Emergency Medicine Pharmacotherapy III	6-8 weeks
Emergency Medicine Pharmacotherapy IV	8-10 weeks
Emergency Medical Services	1 week
Pediatric Critical Care Pharmacotherapy	4 weeks
Pediatric Emergency Medicine Pharmacotherapy	2 weeks
Toxicology	4 weeks
Academia	Longitudinal (52 weeks) <ul style="list-style-type: none"> <li>• Didactic lecture (1 hour)</li> <li>• Lab assistant/faculty facilitator in Fall and/or Spring semesters (1-2 hours per week)</li> <li>• APPE precepting (minimum of 6 students per year; 3 blocks of 2 students each or 15 weeks per year)</li> <li>• Student mentor (1-2 portfolio students per year; meet with students once in the Fall and once in the Spring for a total of 4 hours per year)</li> <li>• IPE events (minimum of 2 events per year for a total of 8 hours per year)</li> <li>• Senior seminar (minimum of 2</li> </ul>

	<p><i>sessions per year for a total of 8 hours per year)</i></p> <ul style="list-style-type: none"> <li>• <i>College committee (serve on one committee in Spring semester; 1 meeting or 1-2 hours per month)</i></li> <li>• <i>College wide meetings (1 meeting or 1-2 hours per semester)</i></li> </ul>
Disaster Preparedness	<p>Longitudinal (52 weeks) <i>Varied commitment depending on quarterly projects</i></p>
Emergency Department Pharmacy Operations	<p>Longitudinal (52 weeks) <i>Varied commitment depending on quarterly projects</i></p>
Pharmacotherapist On-Call	<p>Longitudinal (52 weeks) <i>Four 12 or 24 hour shifts averaged over a four week period</i></p>
Research	<p>Longitudinal (52 weeks) <i>Up to 10 dedicated project days</i></p>
Resuscitation & Trauma	<p>Longitudinal (52 weeks) <i>Varied commitment depending on concurrent learning experience</i></p>
<b>Elective (required to select one)</b>	
Emergency Department Critical Care Outreach	2-4 weeks
Infectious Diseases Pharmacotherapy	2-4 weeks

\*Duration of learning experience may vary depending on the year and resident's needs

#### Ratings Scale Definitions and Achieved for Residency Criteria

<b>Rating Scale Example</b>	<b>Definition</b>
Needs Improvement (NI)	<ul style="list-style-type: none"> <li>• Deficient in knowledge/skills in this area</li> <li>• Often requires assistance to complete the objective</li> <li>• Unable to ask appropriate questions to supplement learning</li> </ul>
Satisfactory Progress (SP)	<p>Resident is performing and progressing at a level that should eventually lead to mastery of the goal/objective</p> <ul style="list-style-type: none"> <li>• Adequate knowledge/skills in this area</li> <li>• Sometimes requires assistance to complete the objective</li> <li>• Able to ask appropriate questions to supplement learning</li> <li>• Requires skill development over more than one rotation</li> </ul>
Achieved (ACH)	<ul style="list-style-type: none"> <li>• Fully accomplished the ability to perform the objective independently in the learning experience</li> <li>• Rarely requires assistance to complete the objective' minimum supervision required</li> </ul>

	<ul style="list-style-type: none"> <li>• No further developmental work needed</li> </ul>
Achieved for Residency (ACHR)*	Resident consistent performs objective independently at the Achieved level, as defined above, across multiple settings/patient populations/acuity levels for the residency program

\*On a quarterly basis, the RPD will review all summative and quarterly evaluations completed for learning experiences that the resident has completed and assess the ratings rendered by preceptors for each objective assigned to be taught and evaluated.

For objectives that are assigned to be taught and evaluated in only one learning experience when the objective and associated activities would generally only be completed once, if the objective has been marked with the ACH rating once, then may be marked as ACHR.

For objectives that are assigned to be taught and evaluated in two or more learning experiences, once the resident has been assessed in two separate learning experiences/two separate patient populations and/or acuity levels, if the objective has been marked with the ACH rating in two separate learning experiences, then may be marked as ACHR.

Once ACHR rating is conferred to applicable objectives, this will be documented in the RAC meeting minutes, communicated to the resident, documented in the resident's development plan as well as the RPD will document the applicable objectives as ACHR in PharmAcademic™. Once all objectives related to a goal are documented as ACHR in PharmAcademic™, the goal automatically is assessed as ACHR.

For any objective(s) marked as ACHR, if assigned on subsequent learning experiences, the preceptor is not required to rate or comment on such objective(s). However, the preceptor may always elect to include any comments specific to such objective(s) in the overall evaluation comments as they deem appropriate.

At any time during the course of the residency program training if a preceptor and/or the RPD observe any resident performance as needing reinforcement, remediation, and/or further assessment, the RAC can decide to remove the ACHR rating from the associated objective for further training and evaluation. If this occurs, it will be documented in the RAC meeting minutes, an action plan developed in collaboration with the resident which will be documented in the resident development plan and communicated with applicable preceptor(s).