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

Introduction

The competency areas, goals, and objectives are for use with the *ASHP Accreditation Standard for Postgraduate Year One (PGY1) Pharmacy Residency Programs.* The first four competency areas are required and the others are elective.

The required competency areas, including all of the goals and objectives falling under them, must be included in all programs. Programs may add one or more additional competency areas. Programs selecting an additional competency area are not required to include all of the goals and objectives in that competency area. In addition to the potential additional competency areas contained in this document, programs are free to create their own additional competency areas with associated goals and objectives. Each of the goals falling under the program's selection of program competency areas (required and additional) must be evaluated at least once during the residency year. In addition, elective competency areas may be selected for specific residents only.

Each of the document's objectives has been classified according to educational taxonomy (cognitive, affective, or psychomotor) and level of learning. An explanation of the taxonomies is available elsewhere.[1]

Competency Area: Categories of the residency graduates' capabilities.
Competency areas fall into one of three categories:
Required: Four competency areas are required (all programs must include them and all their associated goals and objectives).
Additional: Competency area(s) other than the four areas required for all program that programs may select to add as required for their specific residency program.
Elective: Competency area(s) selected optionally for specific resident(s).

Educational Goals (Goal): Broad statement of abilities.

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

Criteria: Specific, qualitative comments that describe competent performance for each objective. Preceptors should aim to ensure residents can meet, and residents should aim to achieve, all criteria listed for each objective. If all are not met, this should be reflected in the rating of the resident on that objective. Comments should indicate which criteria require more work.

---

[1] Nimmo, CM. Developing training materials and programs: creating educational objectives and assessing their attainment. In: Nimmo CM, Guerrero R, Greene SA, Taylor JT, eds. Staff development for pharmacy practice. Bethesda, MD: ASHP; 2000.

Competency Area R1: Patient Care

Goal R1.1: In collaboration with the health care team, provide safe and effective patient care to a diverse range of patients, including those with multiple co-morbidities, high-risk medication regimens, and multiple medications following a consistent patient care process.

Objective R1.1.1: (Applying) Interact effectively with health care teams to manage patients' medication therapy.
Criteria:
- Professional relationships with interprofessional health care teams:
    - Are cooperative, collaborative, communicative, respectful.
    - Reflect use of skills in negotiation, conflict management, consensus building.
    - Demonstrate advocacy for the patient.
- Professional relationships with patients, families or family members, and caregivers:
    - Are respectful and collaborative.
    - Use effective communication skills.
    - Show empathy.
    - Empower patients to take responsibility for their health.
    - Demonstrate cultural competence.

Objective R1.1.2: (Analyzing) Collect information on which to base safe and effective medication therapy.
Criteria:
- Uses effective methods of collecting and organizing patient-specific information for analysis, including effective use of technology, to gain the appropriate information (allows pharmacist to prevent, detect, and resolve medication-related problems and make appropriate medication therapy recommendations):
    - Appropriately utilizes technicians/ancillary staff for tasks such as collecting and organizing information.
- Collects relevant information about medication therapy, including:
    - History of present illness.
    - Relevant health data that may include past medical history, health and wellness information, biometric test results, and physical assessment findings.
    - Social history.
    - Medication history including prescription, non-prescription, illicit, recreational, and non-traditional therapies; other dietary supplements; immunizations; and allergies.
    - Laboratory values.
    - Pharmacogenomics and pharmacogenetic information, if available.
    - Adverse drug reactions.
    - Medication adherence and persistence.
    - Patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that affect access to medications and other aspects of care.
- Sources of information are the most reliable available.
- Recording system is functional for subsequent problem solving and decision making.

Objective R1.1.3: (Analyzing) Analyze and assess information on which to base safe and effective medication therapy.
Criteria:
- Conducts accurate prospective evaluation of patient medication regimens on a routine basis.
- Accurately assesses each medication for appropriateness, effectiveness, and safety before preparing or permitting the distribution of the first dose.
- Accurately assesses health and functional status, risk factors, health data, cultural factors, health literacy, access to medications, and other aspects of care.
- Accurately assesses immunization status and the need for preventive care and other health care services, where appropriate.
- Identifies medication therapy problems, including:
  - Lack of indication for medication.
  - Medical conditions for which there is no medication prescribed.
  - Medication prescribed or continued inappropriately for a particular medical condition.
  - Suboptimal medication regimen (e.g., dose, dosage form, duration, schedule, route of administration, method of administration).
  - Therapeutic duplication.
  - Adverse drug or device-related events or potential for such events.
  - Clinically significant drug-drug, drug-disease, drug-nutrient, drug-DNA test interaction, drug-laboratory test interaction, or potential for such interactions.
  - Use of harmful social, recreational, nonprescription, nontraditional, or other medication therapies.
  - Patient not receiving full benefit of prescribed medication therapy.
  - Problems arising from the financial impact of medication therapy on the patient.
  - Patient lacks understanding of medication therapy.
  - Patient not adhering to medication regimen and root cause (e.g., knowledge, recall, motivation, financial, system).
  - Laboratory monitoring needed.
  - Discrepancy between prescribed medications and established care plan for the patient.

Objective R1.1.4: (Creating) Design or redesign safe and effective patient-centered therapeutic regimens and monitoring plans (care plans).
Criteria:
- Specifies evidence-based, achievable therapeutic goals.
  - Goals reflect consideration of:
    - All relevant patient-specific information including culture and preferences.
    - The goals of other interprofessional team members.
    - The patient's disease state(s).
    - Medication-specific information.
    - Best evidence.
    - Ethical issues involved in the patient's care.
    - Quality-of-life issues specific to the patient.
    - Integration of all the above factors influencing the setting of goals.
  - Goals are realistic.
  - Goals are measurable.

- o Chart documentation exhibits the following characteristics:
  - Written in time to be useful.
  - Follows the health system's policies and procedures, including that entries are signed, dated, timed, legible, and concise.
  - Recommended plan is presented clearly.
- Designs/redesigns regimens that:
  - o Are appropriate for the disease states being treated.
  - o Reflect:
    - The therapeutic goals established for the patient
    - The patient's and caregiver's specific needs
    - Consideration of:
      - Compliance.
      - Any pertinent pharmacogenomic or pharmacogenetics.
      - Best evidence.
      - Pertinent ethical issues.
      - Pharmacoeconomic components (patient, medical, and systems resources).
      - Culture and/or language differences.
  - o Adhere to the health system's medication-use policies.
  - o Integrate patient-, disease-, and medication-specific data.
  - o Consider humanistic goals (e.g., quality-of-life issues).
  - o Reflect patient preference and patient-specific considerations, including physical, mental, emotional, cultural, and financial factors affecting adherence to the regimen.
  - o Consider pharmacoeconomic principles.
  - o Follow applicable ethical standards.
  - o Address wellness promotion and lifestyle modification.
  - o Support the organization's or patient's formulary.
  - o Address medication-related problems and optimize medication therapy.
  - o Engage the patient through education, empowerment, and self-management.
  - o Include chart documentation that exhibits the following characteristics:
    - Written in time to be useful.
    - Follows the health system's policies and procedures, including that entries are signed, dated, timed, legible, and concise.
    - Recommended plan is presented clearly.
- Designs/redesigns monitoring plans that:
  - o Effectively evaluate achievement of therapeutic goals.
  - o Ensure adequate, appropriate, and timely follow-up.
  - o Establish parameters that are appropriate measures of therapeutic goal achievement.
  - o Reflect consideration of best evidence.
  - o Select the most reliable source for each parameter measurement.
  - o Have appropriate value ranges selected for the patient.
  - o Have parameters that measure efficacy.
  - o Have parameters that measure potential adverse drug events.
  - o Have parameters that are cost-effective.
  - o Have obtainable measurements of the parameters specified.
  - o Reflects consideration of compliance.

- o If for an ambulatory patient, includes strategy for ensuring patient returns for needed follow-up visit(s).
- o When applicable, reflects preferences and needs of the patient.
- o Include chart documentation that exhibits the following characteristics:
  - ▪ Written in time to be useful.
  - ▪ Follows the health system's policies and procedures, including that entries are signed, dated, timed, legible, and concise.
  - ▪ Recommended plans are presented clearly.

Objective R1.1.5: (Applying) Ensure implementation of therapeutic regimens and monitoring plans (care plans) by taking appropriate follow-up actions.
Criteria:
- Recommends or communicates patients' regimens and associated monitoring plans to relevant members of the healthcare team.
  - o Recommendation is persuasive.
  - o Presentation of recommendation accords patient's right to refuse treatment.
  - o If patient refuses treatment, pharmacist exhibits responsible professional behavior.
  - o Creates an atmosphere of collaboration.
  - o Skillfully defuses negative reactions.
  - o Communication conveys expertise.
  - o Communication is assertive not aggressive.
  - o Where the patient has been directly involved in the design of the plans, communication reflects previous collaboration appropriately.
  - o Chart documentation exhibits the following characteristics:
    - ▪ Written in time to be useful.
    - ▪ Follows the health system's policies and procedures, including that entries are signed, dated, timed, legible, and concise.
    - ▪ Recommended plans are presented clearly.
- Ensures recommended plan is implemented effectively for the patient, including ensuring that the:
  - o Therapy corresponds with the recommended regimen.
  - o Regimen is initiated at the appropriate time.
  - o Medication orders are clear and concise.
  - o Activity complies with the health system's policies and procedures.
  - o Tests correspond with the recommended monitoring plan.
  - o Tests are ordered and performed at the appropriate time.
- Takes appropriate action based on analysis of monitoring results (redesign regimen and/or monitoring plan if needed).
- Appropriately initiates, modifies, discontinues, or administers medication therapy as authorized.
- Responds appropriately to notifications and alerts in electronic medical records and other information systems which support medication ordering processes (based on patient weight, age, gender, co-morbid conditions, drug interactions, renal function, hepatic function, etc.).
- Provides thorough and accurate education to patients, and caregivers, when appropriate, including information on medication therapy, adverse effects, compliance, appropriate use, handling, and medication administration.
- Documents direct patient care activities appropriately including:
  - o Appropriate selection of information for documentation.
  - o Use of effective communication practices.

- o Relevant supporting evidence and rationale for plan.
- o Appropriate information in each section of the documentation.
- o Clear and concise documentation in patient's permanent medical record.
- Addresses medication- and health-related problems and engages in preventive care strategies, including vaccine administration.
- Schedules follow-up care as needed to achieve goals of therapy.

Objective R1.1.6: (Applying) Demonstrate responsibility to patients.
Criteria:
- Gives priority to patient care activities.
- Plans prospectively.
- Routinely completes all steps of the medication management process.
- Assumes responsibility for medication therapy outcomes.
- Actively works to identify the potential for significant medication-related problems.
- Actively pursues all significant existing and potential medication-related problems until satisfactory resolution is obtained.
- Helps patients learn to navigate the health care system, as appropriate.
- Informs patients how to obtain their medications in a safe, efficient, and most cost-effective manner.
- Determines barriers to patient compliance and makes appropriate adjustments.

Goal R1.2: Ensure continuity of care during patient transitions between care settings.

Objective R1.2.1: (Applying) Manage transitions of care effectively.
Criteria:
- Effectively participates in obtaining or validating a thorough and accurate medication history.
- Participates in thorough medication reconciliation.
- Follows up on all identified drug-related problems.
- Participates effectively in medication education.
- Provides accurate and timely follow-up information when patients transfer to another facility, level of care, pharmacist, or provider, as appropriate.
- Follows up with patient in a timely and caring manner.
- Provides additional effective monitoring and education, as appropriate.
- Takes appropriate and effective steps to help avoid unnecessary hospital admissions and/or readmissions.

Goal R1.3: Prepare, dispense, and manage medications to support safe and effective drug therapy for patients.

Objective R1.3.1: (Applying) Prepare and dispense medications following best practices and the organization's policies and procedures.
Criteria:
- Correctly interpret appropriateness of a medication order before preparing or permitting the distribution of the first dose, including:
  - Identifing, verifing, and correcting any medication order errors.
  - Clarifying anything incomplete in the medication order.
  - Identifing problems in a manner that reflects consideration of complete patient-specific information.
  - Identifing all existing or potential drug therapy problems.
  - Determining an appropriate solution to an identified problem.
  - Securing consensus from the prescriber for modifications to therapy.
  - Ensuring that the solution is implemented.
  - Documenting changes to medication orders that exhibit the following characteristics:
    - Written in time to be useful.
    - Following the health system's policies and procedures, including that entries are signed, dated, timed, legible, and concise.
    - Recommended plan is presented clearly.
- Prepares medication using appropriate techniques and following the organization's policies and procedures, including:
  - When required, accurately calibrates equipment.
  - Prepares medications using appropriate technique according to the health system's policies and procedures and applicable professional standards.
  - Prepares medications so they are appropriately concentrated, without incompatibilities, stable, and appropriately stored.
  - Adheres to appropriate safety and quality assurance practices.
  - Prepares labels that conform to the health system's policies and procedures.
  - Medication contains all necessary and/or appropriate ancillary labels.
  - Inspects the final medication before dispensing.
- When dispensing medication products:
  - Follows the organization's policies and procedures.
  - Ensures the patient receives the medication(s) as ordered.
  - Ensures the integrity of medication dispensed.
  - Provides any necessary written and/or verbal counseling.
  - Ensures the patient receives medication on time.
  - Documentation of dispensing follows the organization's policies and procedures.
- Maintains accuracy and confidentiality of patients' protected health information (PHI).
- Obtains agreement on modifications to medication orders when acting in the absence of, or outside, an approved protocol or collaborative agreement.
- Follows the organization's policies and procedures and quality assurance standards, and regulations and laws governing pharmacy practice, for the preparation of medication, to ensure safety, effectiveness, and the integrity of medication dispensed throughout the organization.

Objective R1.3.2: (Applying) Manage aspects of the medication-use process related to formulary management.
Criteria:
- Ensures formulary decisions consider medication safety.
- Follows appropriate procedures regarding exceptions to the formulary, if applicable, in compliance with policy.

Objective R1.3.3: (Applying) Manage aspects of the medication-use process related to oversight of dispensing.
Criteria:
- When appropriate, follows the organization's established protocols.
- Makes effective use of relevant technology to aid in decision-making and increase safety.
- Demonstrates commitment to medication safety in medication-use process.
- Effectively prioritizes work load and organizes work flow.
- Checks accuracy of medications dispensed, including correct patient identification, medication, dosage form, label, dose, number of doses, expiration dates, and properly repackaged and relabeled medications, including compounded medications (sterile and nonsterile).
- Checks the accuracy of the work of pharmacy technicians, clerical personnel, pharmacy students, and others according to applicable laws and institutional policies.
- Participates in relevant and accurate medication-use evaluations.
- Promotes safe and effective drug use on a day-to-day basis.

Competency Area R2: Advancing Practice and Improving Patient Care

Goal R2.1: Demonstrate ability to evaluate and investigate practice, review data, and assimilate scientific evidence to improve patient care and/or the medication use system.
(Note: Each resident must participate in at least one quality improvement or research project.)

Residents must do a quality improvement or research project that includes one or more of the following: a medication-use policy recommendation (e.g., drug class review, treatment guidelines, protocols, utilization management guidelines), treatment guideline/protocol for individual or population-based patient care, or an improvement to the medication-use process or organizational patient care improvement initiative.

Ideally, objectives R2.1.1-R2.1.4 will be addressed through residents working on one quality improvement or research project; however, if this is not possible, all objectives must be addressed by the end of the residency year and can be addressed through work on more than one initiative. For example, objectives 2.1.1 and 2.1.2 may be taught and evaluated on one quality improvement initiative and objectives 2.1.3 and 2.1.4 may be taught and evaluated through a different initiative.

Objective R2.1.1: (Analyzing) Identify changes needed to improve patient care and/or the medication-use systems.

Criteria:

- Appropriately identifies problems and opportunities for improvement and analyzes relevant background data.
- Determine an appropriate topic for a practice-related project of significance to patient care and/or the medication-use system.
- Uses best practices to identy opportunities for improvements in the medication-use system (e.g., root cause analysis, failure mode and effect analysis).
- Opportunity for improvement identified is of significance to the medication-use system.
- Accurately assesses medication shortage data to determine if adjustments in procurement, formulary changes, treatment guidelines, restrictions, or protocols must be made.
- Comparative reviews, treatment guidelines, and/or protocols used to evaluate the medicion-use system and needs for change are objective, evidenced-based, consult relevant sources, consider medication-use safety and resource utilization or other patient care quality improvement intiative, and use the appropriate format.
- Appropriately and accurately determines, investigates, reports, tracks and trends adverse drug events and medication errors using accepted institutional resources and programs.
- Demonstrates a working knowledge of currently available technology and automation that supports a safe medication-use process.
- Accurately evaluates or assists in the evaluation of data generated by health information technology or automated systems to identify opportunities for improvement.

Objective R2.1.2: (Creating) Develop a plan to improve the patient care and/or medication-use system.

Criteria:

- Applies safety design practices (e.g., standardization, simplification, human factors training, lean principles, FOCUS-PDCA, other process improvement or research methodologies) appropriately and accurately to identify opportunities to improve the medication-use process (e.g., operational change, adverse event reporting, medication error reporting, changes in medication policy processes, treatment guideline, protocol).
- Follows the organization's policies and procedures for maintaining and revising a formulary (if the responsibility of the organization includes maintaining and revising the formulary).
- Ensures formulary decisions consider medication safety.
- Develops and follows appropriate procedures for exceptions to the formulary, if applicable, in compliance with policy.
- Follows organization's policies and procedures for managing medication shortages when developing plan for substitution, or for other formulary actions (e.g., restrictions).
- Safely selects and obtains alternate medications during drug shortages.
- Steps in plan are defined clearly.
- Plan for improvement includes appropriate reviews and approvals required by department or organization, and includes meeting the concerns of all stakeholders.
- Applies evidence-based principles to guidelines/protocols, if needed.
- Develops a sound research or quality improvement question realistic for time frame, if appropriate.
- Develops a feasible design for a project that considers who or what will be affected by the project.
- Identifies and obtains necessary approvals, (e.g., IRB, funding) for a practice-related project.

- Writes drug class reviews, monographs, treatment guidelines, or protocols that are evidence-based and use an accepted format.
- Plan to improve defect in operations and distribution systems, medication safety system, or error reporting system is based upon appropriate tracking and trending data.
- When needed, makes medication-use policy recommendations based on a review of practice (e.g., National Quality Measures, ISMP alerts, Joint Commission Sentinel Alerts).
- Uses appropriate electronic data and information from internal information databases, external online databases, and appropriate internet resources, as applicable for planned changes in order sets, dosing rule guidance, ordering practices, and other forms of decision support.
- Plan design is practical to implement and is expected to remedy or minimize the identified opportunity for improvement.

Objective R2.1.3: (Applying) Implement changes to improve patient care and/or the medication-use system.
Criteria:
- Follows established timeline and milestones.
- Implements the project as specified in its design.
- Collects data as required by project design.
- Effectively presents plan to appropriate audience (e.g., accurately recommends or contributes to recommendation for operational change, formulary addition or deletion, implementation of medication guideline or restriction, or treatment protocol implementation).
- Gains necessary commitment and approval for use of treatment guidelines/protocols.
- Effectively communicates changes to the formulary, including those resulting from drug shortages.
- Demonstrates appropriate assertiveness in presenting pharmacy concerns, solutions, and interests to external stakeholders.
- Change is implemented fully.

Objective R2.1.4: (Evaluating) Assess changes made to improve patient care or the medication-use system.
Criteria:
- Outcome of change to medication-use system is evaluated accurately and fully.
- Includes operational, clinical, economic, and humanistic outcomes of patient care.
- Uses Continuous Quality Improvement (CQI) principles to assess success of implementation of change.
- Correctly identifies modifications or if additional changes are needed.
- Accurately assesses the impact, including sustainability if applicable, of the project.
- Accurately and appropriately develops plan to address opportunities for additional changes.

Objective R2.1.5: (Creating) Effectively develop and present, orally and in writing, a final project report.
Criteria:
- Outcome of change to medication-use system is reported accurately to appropriate stakeholders(s) and policy making bodies according to department or organizational processes.
- Report includes implications for changes to/improvement in pharmacy practice.
- Report uses an accepted manuscript style suitable for publication in the professional literature.

- Oral presentations to appropriate audiences within the department, organization, or to external audiences use effective communication and presentation skills and tools (e.g., handouts, slides) to convey points successfully.

Competency Area R3: Leadership and Management

Goal R3.1: Demonstrate leadership skills.

Objective R3.1.1: (Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership.
Criteria:
- Demonstrates effective time management.
- Manages conflict effectively.
- Demonstrates effective negotiation skills.
- Demonstrates ability to lead interprofessional teams.
- Uses effective communication skills and styles.
- Demonstrates understanding of perspectives of various health care professionals.
- Effectively expresses benefits of personal profession-wide leadership and advocacy.

Objective R3.1.2: (Applying) Apply a process of on-going self-evaluation and personal performance improvement.
Criteria:
- Accurately summarizes one's own strengths and areas for improvement (knowledge, values, qualities, skills, and behaviors).
- Effectively uses a self-evaluation process for developing professional direction, goals, and plans.
- Effectively engages in self-evaluation of progress on specified goals and plans.
- Demonstrates ability to use and incorporate constructive feedback from others.
- Effectively uses principles of continuous professional development (CPD) planning (reflect, plan, act, evaluate, record/review).

Goal R3.2: Demonstrate management skills.

Objective R3.2.1: (Understanding) Explain factors that influence departmental planning.
Criteria:
- Identifies and explains factors that influence departmental planning, including:
  o Basic principles of management.
  o Financial management.
  o Accreditation, legal, regulatory, and safety requirements.
  o Facilities design.
  o Human resources.
  o Culture of the organization.
  o The organization's political and decision-making structure.

- Explains the potential impact of factors on departmental planning.
- Explains the strategic planning process.

Objective R3.2.2 (Understanding) Explain the elements of the pharmacy enterprise and their relationship to the healthcare system.
Criteria:
- Identifies appropriate resources to keep updated on trends and changes within pharmacy and healthcare.
- Explains changes to laws and regulations (e.g. value-based purchasing, consumer-driven healthcare, reimbursement models) related to medication use.
- Explains external quality metrics and how they are developed, abstracted, reported, and used (e.g., Risk Evaluation and Mitigation Strategy).
- Describes the governance of the healthcare system and leadership roles.

Objective R3.2.3: (Applying) Contribute to departmental management.
Criteria:
- Helps identify and define significant departmental needs.
- Helps develop plans that address departmental needs.
- Participates effectively on committees or informal workgroups to complete group projects, tasks, or goals.
- Participates effectively in implementing changes, using change management and quality improvement best practices/tools, consistent with team, departmental, and organizational goals.

Objective R3.2.4: (Applying) Manages one's own practice effectively.
Criteria:
- Accurately assesses successes and areas for improvement (e.g., staffing projects, teaching) in managing one's own practice.
- Makes accurate, criteria-based assessments of one's own ability to perform practice tasks.
- Regularly integrates new learning into subsequent performances of a task until expectations are met.
- Routinely seeks applicable new learning opportunities when performance does not meet expectations.
- Demonstrates effective workload management and time management skills.
- Assumes responsibility for personal work quality and improvement.
- Is well prepared to fulfill responsibilities (e.g., patient care, project, management, meetings).
- Sets and meets realistic goals and timelines.
- Demonstrates awareness of own values, motivations, and emotions.
- Demonstrates enthusiasm, self-motivation, and "can-do" approach.
- Strives to maintain a healthy work-life balance.
- Works collaboratively within the organization's political and decision-making structure.
- Demonstrates pride in, and commitment to, the profession through appearance, personal conduct, planning to pursue board certification, and pharmacy association membership activities.
- Demonstrates personal commitment to and adheres to organizational and departmental policies and procedures.

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

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.
Criteria:
- Accurately defines learning needs (e.g., level, such as healthcare professional vs patient, and their learning gaps) of audience (individuals or groups).
- Defines educational objectives that are specific, measurable, at a relevant learning level (e.g., applying, creating, evaluating), and that address the audiences' defined learning needs.
- Plans use of teaching strategies that match learner needs, including active learning (e.g., patient cases, polling).
- Selects content that is relevant, thorough, evidence-based (using primary literature where appropriate), and timely, and reflects best practices.
- Includes accurate citations and relevant references, and adheres to applicable copyright laws.

Objective R4.1.2: (Applying) Use effective presentation and teaching skills to deliver education.
Criteria:
- Demonstrates rapport with learners.
- Captures and maintains learner/audience interest throughout the presentation.
- Implements planned teaching strategies effectively.
- Effectively facilitates audience participation, active learning, and engagement in various settings (e.g., small or large group, distance learning).
- Presents at appropriate rate and volume and without distracting speaker habits (e.g., excessive "ah's" and "um's").
- Body language, movement, and expressions enhance presentations.
- Summarizes important points at appropriate times throughout presentations.
- Transitions smoothly between concepts.
- Effectively uses audio-visuals and handouts to support learning activities.

Objective R4.1.3: (Applying) Use effective written communication to disseminate knowledge.
Criteria:
- Writes in a manner that is easily understandable and free of errors.
- Demonstrates thorough understanding of the topic.
- Notes appropriate citations and references.
- Includes critical evaluation of the literature and advancement in knowledge or summary of what is currently known on the topic.
- Develops and uses tables, graphs, and figures to enhance reader's understanding of the topic when appropriate.
- Writes at a level appropriate for the reader (e.g., physicians, pharmacists, other health care professionals, patients, public).
- Creates one's own work and does not engage in plagiarism.

Objective R4.1.4: (Applying) Appropriately assess effectiveness of education.
Criteria:
- Selects assessment method (e.g., written or verbal assessment or self-assessment questions, case with case-based questions, learner demonstration of new skill) that matches activity.
- Provides timely, constructive, and criteria-based feedback to learner.
- If used, assessment questions are written in a clear, concise format that reflects best practices for test item construction.
- Determines how well learning objectives were met.
- Plans for follow-up educational activities to enhance/support/ensure goals were met, if needed.
- Identifies ways to improve education-related skills.
- Obtains and reviews feedback from learners and others to improve their effectiveness.

Goal R4.2: Effectively employs appropriate preceptors' roles when engaged in teaching (e.g., students, pharmacy technicians, or other health care professionals).

Objective R4.2.1: (Analyzing) When engaged in teaching, select a preceptors' role that meets learners' educational needs.
Criteria:
- Identifies which preceptor role is applicable for the situation (direct instruction, modeling, coaching, facilitating).
  - Selects direct instruction when learners need background content.
  - Selects modeling when learners have sufficient background knowledge to understand skill being modeled.
  - Selects coaching when learners are prepared to perform a skill under supervision.
  - Selects facilitating when learners have performed a skill satisfactorily under supervision.

Objective R4.2.2: (Applying) Effectively employ preceptor roles, as appropriate.
Criteria:
- Instructs students, technicians, or others, as appropriate.
- Models skills, 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 when ready and using indirect monitoring of performance.