

**Truman Medical Centers – Hospital Hill Campus  
PGY I Pharmacy Residency Program  
Clinical Experience Description**

**Clinical Experience Title:** Ambulatory Care/Endocrinology

**Preceptor Information:**

Andrew S. Bzowycyja, PharmD, BCPS, CDE  
Clinical Assistant Professor – UMKC School of Pharmacy  
Clinical Pharmacist – Endocrinology  
Mobile: (860) 944-9029  
Pager: (816) 374-7782  
Office: (816) 404-4068  
Email: [bzowycyja@umkc.edu](mailto:bzowycyja@umkc.edu)  
Web: <http://bit.ly/abzowycyja>

**Site Information:**

The Diabetes Center at TMC-HH  
Hospital Hill Center Building – 6<sup>th</sup> Floor  
2310 Holmes Street  
Kansas City, MO 64108

**Purpose:**

The primary purpose of this clinical experience is to provide pharmacy residents with a setting and opportunities to further develop their skills in the provision of pharmaceutical care by applying previously learned concepts in pharmacotherapy, pharmacology, pharmaceuticals, and communication skills to individual patients, groups of patients and other health care professionals. Furthermore, an emphasis will be placed on the development of critical thinking skills, motivational interviewing strategies, precepting skills, and the prioritization of patients' health-related problems using a patient-centered approach. Lastly, residents will be introduced to the administrative aspects of providing clinical services in the outpatient setting (e.g. documentation, scheduling, billing, collaborative practice agreements).

Residents engaged in this clinical experience are expected to practice under the core philosophy of pharmaceutical care, defined as:

*“...a patient-centered practice in which the practitioner assumes responsibility for assessing all of a patient's medications, medical conditions, and outcome parameters in order to identify, resolve, and prevent drug therapy problems, and is held accountable for this commitment.”*

Cipolle RJ, Strand LM, Morley PC. *Pharmaceutical Care Practice: The Clinician's Guide*. Chicago, IL: McGraw Hill; 2004.

**Clinical Experience Responsibilities:**

1. Provide pharmaceutical care to patients enrolled in the Diabetes Self-Management Education (DSME) program and referred for PharmD Medication Management Services
2. Educate individual patients on various aspects of diabetes care including:
  - a. Setting personal health and treatment goals
  - b. Adverse effect management
  - c. Glucometer instruction

- d. Insulin and non-insulin injectable device instruction
3. Conduct various elements of the physical exam as indicated, including:
  - a. Blood pressure and pulse
  - b. Weight
  - c. Assessment of lower extremities
4. Conduct a 30-minute group class on diabetes medications to DSME patients
5. Document all direct patient care activities in the electronic medical record
6. Present one treatment guideline and 2-3 affiliated primary journal articles with embedded assessment activity
7. Assist with precepting PharmD students on Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs)

### **Requirements of Learning Experience:**

#### Expected hours:

Residents are expected to meet daily from approximately 8:00 AM to 5:00 PM Monday through Friday or as mutually agreed upon between the resident and preceptor. Additional time outside of scheduled hours will be required for completion of assignments.

#### Required presentations/written assignments:

- Patient-specific care plans documented in electronic medical record
  - Select one to submit for formal assessment by midpoint as a Snapshot activity
- Conduct one group education session within DSME curriculum (approx. 30 minutes)
- Facilitate one learning module on a clinical topic of interest (approx. 60-90 minutes) consisting of:
  - Treatment “guideline review”
  - 2-3 affiliated primary journal articles
  - Interactive learning strategies
  - Integrated assessment activity/activities

#### Required readings:

- To be determined

### **Learning Experience Activities Taught:**

- R1. Patient Care:
  - 1.1.1: Interact effectively with health care teams to manage patients' medication therapy
  - 1.1.2: Interact effectively with patients, family members, and caregivers (1.1.2)
  - 1.1.3: Collect information on which to base safe and effective medication therapy (1.1.3)
  - 1.1.4: Analyze and assess information on which to base safe and effective medication therapy (1.1.4)
  - 1.1.5: Design or redesign safe and effective patient-centered therapeutic regimens and monitoring plans (care plans) (1.1.5)
  - 1.1.6: Ensure implementation of therapeutic regimens and monitoring plans (care plans) by taking appropriate follow-up actions (1.1.6)
  - 1.1.7: Document direct patient care activities appropriately in the medical record or where appropriate (1.1.7)
  - 1.1.8: Demonstrate responsibility to patients (1.1.8)
  - 1.2.1: Manage transitions of care effectively (1.2.1)
- R3. Leadership and Management
  - 3.1.1: Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership (3.1.1)
  - 3.1.2: Apply a process of on-going self-evaluation and personal performance improvement (3.1.2)
  - 3.2.4: Manages one's own practice effectively (3.2.4)
- R4. Teaching, Education and Dissemination of Knowledge
  - 4.1.1: Design effective educational activities (4.1.1)
  - 4.1.2: Use effective presentation and teaching skills to deliver education (4.1.2)
  - 4.1.4: Appropriately assess effectiveness of education (4.1.4)
  - 4.2.1: When engaged in teaching, select a preceptor role that meets learners' educational needs (4.2.1)
  - 4.2.2: Effectively employ preceptor roles, as appropriate (4.2.2)

### **Learning Experience Activities Evaluated:**

- R1 Patient Care:
  - 1.1.2: Interact effectively with patients, family members, and caregivers
  - 1.1.3: Collect information on which to base safe and effective medication therapy
  - 1.1.4: Analyze and assess information on which to base safe and effective medication therapy
  - 1.1.5: Design or redesign safe and effective patient-centered therapeutic regimens and monitoring plans (care plans)
  - 1.1.7: Document direct patient care activities appropriately in the medical record or where appropriate
- R4 Teaching, Education, and Dissemination of Knowledge:
  - 4.1.1: Design effective educational activities (4.1.1)
  - 4.1.2: Use effective presentation and teaching skills to deliver education (4.1.2)
  - 4.1.4: Appropriately assess effectiveness of education (4.1.4)
  - 4.2.1: When engaged in teaching, select a preceptor role that meets learners' educational needs (4.2.1)
  - 4.2.2: Effectively employ preceptor roles, as appropriate (4.2.2)

<b>Activity</b>	<b>Associated Objectives</b>
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Interview patients while performing health and/or medication histories	<p>RI.1.2 Interact effectively with patients, family members, and caregivers</p> <p>RI.1.3 Collect information on which to base safe and effective medication therapy</p> <p>RI.1.8 Demonstrate responsibility to patients</p> <p>RI.2.1 Manage transitions of care effectively</p>
Assess patients' relevant conditions and identify medication-related problems	<p>RI.1.4 Analyze and assess information on which to base safe and effective medication therapy</p> <p>RI.1.8 Demonstrate responsibility to patients</p>
Identify patient-specific goals of therapy incorporating clinical information and patient preferences	<p>RI.1.2 Interact effectively with patients, family members, and caregivers</p> <p>RI.1.4 Analyze and assess information on which to base safe and effective medication therapy</p> <p>RI.1.5 Design or redesign safe and effective patient-centered therapeutic regimens and monitoring plans (care plans)</p> <p>RI.1.8 Demonstrate responsibility to patients</p>
Develop patient-specific therapeutic care plans	<p>RI.1.1 Interact effectively with health care teams to manage patients' medication therapy</p> <p>RI.1.2 Interact effectively with patients, family members, and caregivers</p> <p>RI.1.5 Design or redesign safe and effective patient-centered therapeutic regimens and monitoring plans (care plans)</p> <p>RI.1.8 Demonstrate responsibility to patients</p>
Communicate patient-specific care plans to patients in an appropriate manner	<p>RI.1.2 Interact effectively with patients, family members, and caregivers</p> <p>RI.1.6 Ensure implementation of therapeutic regimens and monitoring plans (care plans) by taking appropriate follow-up actions</p> <p>R4.1.4 Appropriately assess effectiveness of education</p>
Follow-up with patients to reassess SMART goals as warranted (e.g. clinic visit, phone, email)	<p>RI.1.2 Interact effectively with patients, family members, and caregivers</p> <p>RI.1.6 Ensure implementation of therapeutic regimens and monitoring plans (care plans) by taking appropriate follow-up actions</p> <p>RI.1.8 Demonstrate responsibility to patients</p>
Document all patient encounters in the electronic medical record	<p>RI.1.1 Interact effectively with health care teams to manage patients' medication therapy</p> <p>RI.1.7 Document direct patient care activities appropriately in the medical record or where appropriate</p> <p>RI.2.1 Manage transitions of care effectively</p>
Develop a learning module on a clinical topic and facilitate an active learning session	<p>R4.1.1 Design effective educational activities, R4.1.2 Use effective presentation and teaching skills to deliver education</p> <p>R4.1.4 Appropriately assess effectiveness of education</p> <p>R4.2.1 When engaged in teaching, select a preceptor role that meets learners' educational needs</p>
Actively participate in precepting student pharmacists (IPPE/APPE)	<p>R3.1.1 Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership,</p> <p>R4.2.1 When engaged in teaching, select a preceptor role that meets learners' educational needs</p> <p>R4.2.2 Effectively employ preceptor roles, as appropriate</p>
Actively participate in weekly self-reflection exercises	<p>R3.1.2 Apply a process of on-going self-evaluation and personal performance improvement</p> <p>R3.2.4 Manages one's own practice effectively</p>

**Method of Evaluation:**

Andrew S. Bzowyckyj, PharmD, BCPS, CDE  
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Evaluation of the resident will be based on the Residency Learning System (RLS). The goals being evaluated are noted within the section titled “Learning Experience Activities Evaluated” above.

Preceptor responsibilities:

The preceptor will review the goals and objectives of the clinical experience along with the overall description with the resident at the beginning of the clinical experience. The preceptor will also work with the resident to identify an individualized learning plan for the experience, incorporating his or her personal goals/objectives. Feedback regarding resident performance will be provided by the preceptor verbally on an ongoing basis. At midpoint and at the conclusion of the experience, the preceptor will provide formal feedback regarding resident performance electronically (via ResiTrak) and via face-to-face discussion only after the resident has provided his or her self-reflection and self-assessment.

Resident responsibilities:

The resident is expected to arrive on the first day with 3 individualized goals/objectives meeting the SMART\* criteria that he or she wishes to achieve by the end of the month. Throughout the clinical experience, the resident will be responsible for staying current on his or her tasks and assigned responsibilities. In regards to evaluations, the resident is responsible for self-evaluating his or her individual progress (using the RLS goals noted above and individualized goals/objectives) informally on an ongoing basis and formally using ResiTrak for the midpoint and final evaluations. Lastly, feedback regarding preceptor performance and the overall clinical experience will be provided by the resident verbally on an ongoing basis and in a formal assessment will be completed in ResiTrak as well as a face-to-face discussion by the conclusion of the experience.

\*SMART: Specific, Measurable, Attainable, Relevant, Time-Bound

**I have read and acknowledge the responsibilities and expectations of this experience.**

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Pharmacy Resident

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Andrew Bzowickyj, PharmD, BCPS, CDE  
Primary Preceptor