REQUIRED COMPETENCY AREAS, GOALS, AND OBJECTIVES FOR POSTGRADUATE YEAR TWO (PGY2) PSYCHIATRIC PHARMACY RESIDENCIES

Prepared Jointly with the College of Psychiatric and Neurologic Pharmacists

Introduction

The competency areas, goals, and objectives are for use with the *ASHP Accreditation Standard for Postgraduate Year Two (PGY2) Pharmacy Residency Programs.* The first four competency areas described herein are required, and the others are elective.

The required competency areas and all of the goals and objectives they encompass 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 described in this document, programs are free to create their own additional competency areas with associated goals and objectives. Each of the goals encompassed by the program's selected 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 objectives listed in this document 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 areas for PGY1 pharmacy residencies are available on the ASHP website. PGY2 competency areas, goals, and objectives in psychiatric pharmacy are differentiated from those from PGY1 by specialization and the expectation of PGY2 residents for greater work competence and proficiency.

Definitions

Competency Areas: Categories of the residency graduates' capabilities.
Competency areas are classified into one of three categories:

Required: Four competency areas are required (all programs must include them and all their associated goals and objectives).

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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.

Additional (for program): Competency area(s) that residency programs may choose to use (in addition to the four required areas) to meet program-specific program needs.

Elective (for specific resident): Competency area(s) selected optionally for specific resident(s).

Educational Goals (Goal): Broad statement of abilities.

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

Criteria: Examples that describe competent performance of educational objectives. Since the criteria are examples, they are not all required but are intended to be used to give feedback to residents on how well they are doing and how they can improve on the skill described in educational objectives while they engage in an activity.

Activities: The *ASHP Accreditation Standard for Postgraduate Year Two (PGY2) Pharmacy Residency Programs* requires that learning activities be specified for each educational objective in learning experience descriptions. Activities are what residents will do to learn and practice the skills described in objectives. 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?" (Compare and contrast activities with criteria by referring to the definition of criteria immediately above.) Specified activities should match the Bloom's Taxonomy learning level stated in parentheses before each objective.

Example:
Objective R1.1.2: (Applying) Interact effectively with patients, family members, and caregivers.

Learning activity: Provide education to patients regarding proper medication use and administration, adherence, and possible adverse drug effects for all new medications initiated during clinic appointments.

Criteria:
- Interactions are respectful and collaborative.
- Uses effective communication skills.
- Shows empathy.
- Empowers patients to take responsibility for their health.
- Demonstrates cultural competence.

Competency Area R1: Patient Care

(See the appendix for additional specific requirements.)

Goal R1.1: In collaboration with the health care team, provide comprehensive medication management to patients with psychiatric and neurologic disorders following a consistent patient care process.

Objective R1.1.1: (Applying) Interact effectively with health care teams to manage patients with psychiatric and neurologic disorders' medication therapy.
Criteria:
- Interactions are cooperative, collaborative, communicative, and respectful.
- Demonstrates skills in negotiation, conflict management, and consensus building.
- Demonstrates advocacy for the patient.
- Effectively contributes pharmacotherapy knowledge and patient care skills as an essential member of the healthcare team.

Objective R1.1.2: (Applying) Interact effectively with patients with psychiatric and neurologic disorders, and their family members, and caregivers.

Criteria:
- Interactions are respectful and collaborative.
- Maintains accuracy and confidentiality of patients' protected health information.
- Uses effective communication skills.
- Shows empathy.
- Empowers patients, family members, and caregivers regarding the patient's well-being and health outcomes.
- Demonstrates cultural competence.
- Communicates with family members to obtain patient information when patients are unable to provide the information.
- Ensures understanding of, and consensus with, care plans.
- Utilizes effective motivational interviewing techniques, such as goal setting and identification of barriers for improved health.
- Demonstrate advocacy for caregivers.

Objective R1.1.3: (Analyzing) Collect information on which to base safe and effective medication therapy to patients with psychiatric and neurologic disorders.
Criteria:
- Collection/organization methods are efficient and effective.
- 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.
  - Documentation of family medical and psychiatric history.
  - Social history.
  - Medication history, including prescription, non-prescription, illicit, recreational, and non-traditional therapies; other dietary supplements; immunizations; and allergies.

- Patient assessment (examples include, but are not limited to, physiologic monitoring, laboratory values, microbiology results, diagnostic imaging, procedural results, and scoring systems (e.g., psychometric testing).
  - 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.
  - Suicidal and homicidal ideation.
  - Substance use disorders, including alcohol, nicotine and caffeine addiction.
  - Mental status exam.
- Sources of information are the most reliable available, including electronic, face-to-face, and others.
- Recording system is functional for subsequent problem solving and decision making.
- Clarifies information as needed.
- Displays understanding of limitations of information in health records.
- Poses appropriate questions as needed.

Objective R1.1.4: (Analyzing) Analyze and assess information on which to base safe and effective medication therapy for patients with psychiatric and neurologic disorders.
Criteria:
- Includes accurate assessment of patient's:
  - Health and functional status.
  - Risk factors.
  - Health data.
  - Cultural factors.
  - Health literacy.
  - Access to medications.
  - Immunization status.
  - Need for preventive care and other services, when appropriate.
  - Other aspects of care, as applicable.
- 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).
  - Medication toxicity requiring medication therapy modifications.
  - Abnormal lab values requiring medication therapy modifications.
  - Therapeutic duplication.
  - Adverse drug or device-related events or the potential for such events.
  - Clinically significant drug–drug, drug–disease, drug–nutrient, drug–DNA test interaction, drug–laboratory test interaction, or the 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.

- o Patient not adhering to medication regimen and root cause (e.g., knowledge, recall, motivation, financial, system).
- o Patient assessment needed.
- o Discrepancy between prescribed medications and established care plan for the patient.
- o Potential toxicity in overdose.

Objective R1.1.5: (Creating) Design or redesign safe and effective patient-centered therapeutic regimens and monitoring plans (care plans) for patients with psychiatric and neurologic disorders.
Criteria:
- Specifies evidence-based, measurable, achievable therapeutic goals that include consideration of:
  - o Relevant patient-specific information, including culture and preferences.
  - o The goals of other interprofessional team members.
  - o The patient's disease state(s).
  - o Medication-specific information.
  - o Best evidence, including clinical guidelines and the most recent literature.
  - o Effectively interprets new literature for application to patient care.
  - o Ethical issues involved in the patient's care.
  - o Quality-of-life issues specific to the patient.
  - o Integration of all the above factors influencing the setting of goals.
- Designs/redesigns regimens that:
  - o Are appropriate for the disease states being treated.
  - o Reflect:
    - Clinical experience.
    - The therapeutic goals established for the patient.
    - The patient's and caregiver's specific needs.
    - Consideration of:
      - Any pertinent pharmacogenomic or pharmacogenetic factors.
      - Best evidence.
      - Pertinent ethical issues.
      - Pharmacoeconomic components (patient, medical, and systems resources).
      - Patient preferences, culture, and/or language differences.
      - Patient-specific factors, including physical, mental, emotional, and financial factors that might impact adherence to the regimen.
      - Drug shortages.
  - o Adhere to the health system's medication-use policies.
  - o Follow applicable ethical standards.
  - o Address wellness promotion and lifestyle modification.
  - o Support the organization's or patient's insurance formulary.
  - o Address medication-related problems and optimize medication therapy.
  - o Engage the patient through education, empowerment, and promotion of self-management.
- 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 Plan represents the highest level of patient care.

Objective R1.1.6: (Applying) Ensure implementation of therapeutic regimens and monitoring plans (care plans) for patients with psychiatric and neurologic disorders by taking appropriate follow-up actions.
Criteria:
- Effectively recommends or communicates patients' regimens and associated monitoring plans to relevant members of the health care team.
  - o Poses appropriate questions as needed.
  - 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 but not aggressive.
  - o Where the patient has been directly involved in the design of the plans, communication reflects previous collaboration appropriately.
- Ensures recommended plan is implemented effectively for the patient, including ensuring that the:
  - o Recommendation is persuasive.
  - o Therapy corresponds with the recommended regimen.
  - o Regimen is initiated at the appropriate time.
  - o Patient receives their medication as directed.
  - o Medications in situations requiring immediacy are effectively facilitated.
  - 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 that support medication ordering processes (based on factors such as patient weight, age, sex, comorbid conditions, drug interactions, renal function, and hepatic function).
- 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.
- 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 R1.1.7: (Applying) For patients with psychiatric and neurologic disorders, document direct patient care activities appropriately in the medical record or where appropriate.
Criteria:
- Accurately and concisely communicates drug therapy recommendations to healthcare professionals representing different disciplines.
- Appropriately documents patient/caregiver communication and all relevant direct patient care activities in a timely manner.

Objective R1.1.8: (Applying) For a caseload of patients with psychiatric and neurologic disorders, triage, prioritize and demonstrate responsibility for the delivery of patient-centered medication therapy.
Criteria:
- Appropriately decides on which patients to focus given limited time and multiple patient care responsibilities.
- Considers appropriate factors when determining priority for care among patients.
- Gives priority to patient care activities.
- Plans prospectively.
- Routinely completes all steps of the medication management process.
- Actively works to identify the potential for significant medication-related problems.
- Assumes responsibility for medication therapy outcomes.
- Helps patients learn to navigate the health care system, as appropriate.
- Informs patients how to obtain their medications in a safe, efficient, and cost-effective manner.
- Determines barriers to patient adherence to treatment plan and makes appropriate adjustments.
- Communicates with patients and family members/caregivers about their medication therapy.
- Determines barriers to patient compliance and makes appropriate adjustments.

Goal R1.2: Ensure continuity of care during transitions between care settings for patients with psychiatric and neurologic disorders.

Objective R1.2.1: (Applying) Manage transitions of care effectively for patients with psychiatric and neurologic disorders.
Criteria:
- Effectively participates in obtaining or validating a thorough and accurate medication history.
- Conducts thorough medication reconciliation when necessary.
- 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.
- Facilitates medication access, as needed.

Competency Area R2: Advancing Practice and Improving Patient Care

Goal R2.1: Demonstrate ability to manage formulary and medication-use processes for patients with psychiatric and neurologic disorders, as applicable to the organization.

Objective R2.1.1: (Creating) Prepare or revise a drug class review, monograph, treatment guideline, or protocol related to care of patients with psychiatric and neurologic disorders, **including proposals for medication-safety technology improvements.**
Criteria:
- Displays objectivity.
- Effectively synthesizes information from the available literature.
- Applies evidenced-based principles.
- Consults relevant sources.
- Considers medication-use safety and resource utilization.
- Uses the appropriate format.
- Effectively communicates any changes in medication formulary, medication usage, or other procedures to appropriate parties.
- Demonstrates appropriate assertiveness in presenting pharmacy concerns, solutions, and interests to internal and external stakeholders.
- When appropriate, may include proposals for medication-safety technology improvements.

Objective R2.1.2: (Evaluating) Participate in a medication-use evaluation related to care of patients with psychiatric and neurologic disorders. (Guidance: This should not be the major project but may be part of the project.)
Critieria:
- Uses evidence-based principles to develop criteria for use.
- Demonstrates a systematic approach to gathering data.
- Accurately analyzes data gathered.
- Demonstrates appropriate confidence and assertiveness in presenting pharmacy concerns, solutions, and interests to internal and external stakeholders.
- Implements approved changes, as applicable.

Objective 2.1.3: (Applying) Participate in the review of medication event reporting and monitoring related to care for patients with psychiatric and neurologic disorders.
Criteria:
- Effectively uses currently available technology and automation that supports a safe medication-use process.
- Appropriately and accurately determines, investigates, reports, tracks, and trends adverse drug events, medication errors, and efficacy concerns using accepted institutional resources and programs.

Objective 2.1.4: (Analyzing) Identify opportunities for improvement of the medication-use system related to care for patients with psychiatric and neurologic disorders.
Criteria:
- Identifies problems and opportunities for improvement and analyzes relevant background data.
- Evaluates data generated by health information technology or automated systems to identify opportunities for improvement.

- Utilizes best practices to identify opportunities for improvements.
- When needed, makes medication-use policy recommendations based on a review of practice standards, guidelines, and other evidence [e.g., National Quality Measures, Institute for Safe Medication Practices alerts, Joint Commission sentinel alerts, APA, National Institute of Clinical Excellence (NICE), PORT, World Federation of Societies of Biological Psychiatry].

Goal R2.2: Demonstrate ability to conduct a quality improvement or research project.

Ideally, objectives R2.2.1-R2.2.6 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.

Objective 2.2.1: (Analyzing) Identify and/or demonstrate understanding of a specific project topic to improve care of patients with psychiatric and neurologic disorders or for a topic for advancing the pharmacy profession or psychiatric pharmacy.
Criteria:
- Appropriately identifies problems and opportunities for improvement and analyzes relevant background data.
- Determines an appropriate topic for a practice-related project of significance to patient care.
- Uses best practices or evidence-based principles to identify opportunities for improvements.
- Accurately evaluates or assists in the evaluation of data generated by health information technology or automated systems to identify opportunities for improvement.
- Determines an appropriate research question or topic for a practice-related project of significance to patient care that can realistically be addressed in the desired time frame.

Objective R2.2.2: (Creating) Develop a plan or research protocol for a practice quality improvement or research project for the care of patients with psychiatric or neurologic disorders or a topic for advancing the pharmacy profession or psychiatric pharmacy.
Criteria:
- Steps in plan are defined clearly.
- Applies safety design practices (e.g., standardization, simplification, human factors training, lean principles, FOCUS-PDCA, other process improvement or research methodologies) appropriately and accurately.
- Plan for improvement includes appropriate reviews and approvals required by department or organization and addresses the concerns of all stakeholders.
- Applies evidence-based principles, if needed.
- 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.
- Acts in accordance with the ethics of research on human subjects, if applicable.
- Plan design is practical to implement and is expected to remedy or minimize the identified challenge or deficiency.

Objective 2.2.3: (Evaluating) Collect and evaluate data for a practice quality improvement or research project for the care of patients with psychiatric or neurologic disorders or for a topic for advancing the pharmacy profession or psychiatric pharmacy.
Criteria:

- Collects the appropriate types of data as required by project design.
- Uses appropriate electronic data and information from internal information databases, external online databases, appropriate Internet resources, and other sources of decision support, as applicable.
- Uses appropriate methods for analyzing data in a prospective and retrospective clinical, humanistic, and/or economic outcomes analysis.
- Develops and follows an appropriate research or project timeline.
- Correctly identifies need for additional modifications or changes to the project.
- Accurately assesses the impact of the project, including its sustainability, using operational, clinical, economic, and/or humanistic outcomes of patient care.
- Applies results of a prospective or retrospective clinical, humanistic, and/or economic outcomes analysis to internal business decisions and modifications to a customer's formulary or benefit design as appropriate.
- Uses continuous quality improvement (CQI) principles to assess the success of the implemented change, if applicable.
- Considers the impact of the limitations of the project or research design on the interpretation of results.
- Accurately and appropriately develops plan to address opportunities for additional changes.

Objective R2.2.4: (Applying) Implement a quality improvement or research project to improve care of patients with psychiatric or neurologoic disorders or a topic for advancing the pharmacy profession or psychiatric pharmacy.
Criteria:
- Follows established timeline and milestones.
- Implements the project as specified in its design.
- Collects data as required by project design.
- Effectively presents plan (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) to appropriate audience.
- Plan is based on appropriate data.
- Gains necessary commitment and approval for implementation.
- Effectively communicates any changes in medication formulary, medication usage, or other procedures to appropriate parties.
- Demonstrates appropriate assertiveness in presenting pharmacy concerns, solutions, and interests to external stakeholders.

Objective R2.2.5: (Evaluating) Assess changes made to improve care of patients with psychiatric and neurologic disorders or a topic for advancing the pharmacy profession or psychiatric pharmacy.
Criteria:
- Outcome of change is evaluated accurately and fully.
- Includes operational, clinical, economic, and humanistic outcomes of patient care.
- Uses continuous quality improvement (CQI) principles to assess the success of the implementated change, if applicable.
- Correctly identifies need for additional modifications or changes.
- Accurately assesses the impact of the project, including its sustainability (if applicable).
- Accurately and appropriately develops plan to address opportunities for additional changes.

Objective R2.2.6: (Creating) Effectively develop and present, orally and in writing, a project report suitable for publication related to care of patients with psychiatric and neurologic disorders or for a topic for advancing the pharmacy profession or psychiatric pharmacy at a local, regional, or national conference. (The presentation can be virtual.)
Criteria:
- Outcome of change is reported accurately to appropriate stakeholders(s) and policy-making bodies according to departmental or organizational processes.
- Report includes implications for changes to or 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 and 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 for successful self-development in the provision of care for patients with psychiatric and neurologic disorders.

Objective R3.1.1: (Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership in the provision of care for patients with psychiatric and neurologic disorders.
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 ongoing self-evaluation and personal performance improvement in the provision of care for patients with psychiatric and neurologic disorders.
Criteria:
- Accurately summarizes own strengths and areas for improvement (in 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 understanding of management in the provision of care for psychiatric patients.

Objective R3.2.1 (Understanding) Explain the elements of the pharmacy enterprise and their relationship to the health care system.

Criteria:
- Identifies appropriate resources to keep updated on trends and changes within pharmacy and health care.
- Explains changes to laws and regulations (e.g., value-based purchasing, consumer-driven health care, reimbursement models) related to medication use.
- Explains external quality metrics (e.g., FDA-mandated Risk Evaluation and Mitigation Strategy) and how they are developed, abstracted, reported, and used.
- Describes the governance of the health care system and leadership roles.

Objective R3.2.2: (Applying) Manage one's own psychiatric pharmacy practice effectively.
Criteria:
- Demonstrates personal commitment to and adheres to organizational and departmental policies and procedures.
- Review and interpret the most recent primary literature.
- Evaluate clinical practice activities for potential contributions to scholarship.
- Accurately assesses successes and areas for improvement (e.g., a need for staffing projects or education) 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 learning opportunities when performance does not meet expectations.
- Demonstrates effective workload and time-management skills.
- Assumes responsibility for personal work quality and improvement.
- Is well prepared to fulfill responsibilities (e.g., patient care, projects, management, meetings).
- Sets and meets realistic goals and timelines.
- Demonstrates awareness of own values, motivations, and emotions.
- Demonstrates enthusiasm, self-motivation, and a "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.

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

Goal R4.1: Provide effective medication and practice-related education related to care of patients with psychiatric and neurologic disorders, caregivers, health care professionals, students, and the public (individuals and groups).

Objective R4.1.1: (Applying) Design effective educational activities related to care of patients with psychiatric and neurologic disorders.
Criteria:
- Accurately defines educational needs, including learning styles, with regard to target audience (e.g., individual versus group) and learning level (e.g., health care professional versus patient).
- Selects topics of significance to psychiatric pharmacy as outlined in the appendix.
- Effectively designs educational activities for individual and groups of patients.

- Defines educational objectives that are specific, measurable, at a relevant learning level (e.g., applying, creating, evaluating), and 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), 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 related to care of patients with psychiatric and neurologic disorders.
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 exhibiting poor speaker habits (e.g., excessive use of "um" and other interjections).
- Body language, movement, and expressions enhance presentations.
- Summarizes important points at appropriate times throughout presentations.
- Transitions smoothly between concepts.
- Effectively uses audio-visual aids and handouts to support learning activities.
- Effectively presents/teaches individuals and groups of patients.

Objective R4.1.3: (Applying) Use effective written communication to disseminate knowledge related to care of patients with psychiatric and neurologic disorders.
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 knowledge advancements or a 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 target readership (e.g., physicians, pharmacists, other health care professionals, patients, the public).
- Creates one's own work and does not engage in plagiarism.
- Prepares or updates effective handouts and other written communications for individual and groups of patients.

Objective R4.1.4: (Applying) Appropriately assess effectiveness of education related to care of patients with psychiatric and neurologic disorders.
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 or support learning and (if applicable) ensure that goals were met.
- Identifies ways to improve education-related skills.
- Obtains and reviews feedback from learners and others to improve effectiveness as an educator.

Goal R4.2: Effectively employ appropriate preceptor roles when engaged in teaching students, pharmacy technicians, or fellow health care professionals related to care of patients with psychiatric and neurologic disorders.

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

Objective R4.2.2: (Applying) Effectively employ preceptor roles, as appropriate, when instructing, modeling, coaching, or facilitating skills in practice-based teaching related to related to care of patients with psychiatric and neurologic disorders.
Criteria:
- Accurately assesses the learner's skill level to determine the appropriate preceptor role for providing practice-based teaching.
- 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 and using indirect monitoring of performance.

Competency Area R5: Management of Psychiatric Emergencies

Goal R5.1: Demonstrate understanding of the management of psychiatric emergencies.

Objective E5.1.1: (Analyzing) Recognize and respond appropriately to psychiatric emergencies.
Criteria:
- Correctly identifies situations as psychiatric emergencies and responds appropriately.
- Effectively assesses safety concerns, including safety of the patient, staff, and other individuals during a psychiatric emergency.

- Demonstrates appropriate self-protective behaviors when confronted with an agitated and/or violent patient.

Objective R5.1.2: (Applying) Demonstrate understanding of the management and treatment of psychiatric emergencies according to the organization's policies and procedures.
Criteria:
- Effectively applies nonpharmacological (de-escalation) techniques in psychiatric emergency situations, as appropriate.
- Effectively applies medication therapy in psychiatric emergency situations, as appropriate.
- Demonstrates understanding of differences between treatment of agitation and aggression versus chemical restraint.
- Acts in accordance with regulatory bodies and organization's policies and procedures for psychiatric emergencies, including physical restraints.

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ELECTIVE COMPETENCY AREAS, GOALS, AND OBJECTIVES FOR POSTGRADUATE YEAR TWO (PGY2) PSYCHIATRIC PHARMACY RESIDENCIES

Competency Area E1: Academia

Goal E1.1: Demonstrate understanding of key elements of the academic environment and faculty roles within it.

Objective E1.1.1: (Understanding) Demonstrates understanding of key elements of the academic environment and faculty roles within it.
Criteria:
- Accurately describes variations in the expectations of different colleges/schools of pharmacy for teaching, practice, research, and service, including public versus private colleges/schools of pharmacy and relationships between scholarly activity and teaching, practice, research and service.
- Accurately describes the academic environment, including how the decisions by university and college administration impact the faculty and how outside forces (e.g., change in the profession, funding source, accreditation requirements) impact administrator and faculty roles.
- Accurately described faculty roles and responsibilities.
- Accurately describes the types and ranks of faculty appointments, including the various types of appointments (e.g., non-tenure, tenure-track, and tenured faculty), various ranks of faculty (e.g., instructor, assistant professor, associate professor, full professor), and the role and implications of part-time and adjunct faculty as schools continue to expand and faculty shortages occur, and promotion and tenure process for each type of appointment, including types of activities that are considered in the promotion process and for tenure.
- Accurately explains the role and influence of faculty in the academic environment, including faculty in governance structure (e.g., the faculty senate, committee service) and faculty related to teaching, practice, research, and service roles (e.g., curriculum development and committee service).

- Accurately identifies resources available to help develop academic skills, including the role of academic-related professional organizations (e.g., AACP) and other resources to help develop teaching skills and a teaching philosophy.
- Accurately identifies and describes ways that faculty maintain balance in their roles.
- Accurately describes typical affiliation agreements between a college of pharmacy and a practice site (e.g., health system, hospital, clinic, retail pharmacy).

Goal E1.2: Exercise case-based and other teaching skills essential to pharmacy faculty.

Objective E1.2.1: (Applying) Develop and deliver cases for workshops and exercises for laboratory experiences.
Criteria:
- Identifies the appropriate level of case-based teachings for small group instruction.
- Identifies appropriate exercises for laboratory experiences.
- Provides appropriate and timely feedback to improve performance.

Objective E1.2.2: (Evaluating) Compare and contrast methods to prevent and respond to academic and profession dishonesty and adhere to copyright laws.
Criteria:
- Accurately evaluates physical and attitudinal methods to prevent academic dishonesty.
- Accurately describes methods of responding to incidents of academic dishonesty.
- Accurately explains the role of academic honor committees in cases of academic dishonesty.
- Identifies examples and methods to address unprofessional behavior in learners.
- Accurately describes copyright regulations as related to reproducing materials for teaching purposes.
- Accurately describes copyright regulations as related to linking and citing on-line materials.

Goal E1.3: Develops and practices a philosophy of teaching.

Objective E1.3.1: (Creating) Develop or update a teaching philosophy statement.
Criteria:
- Teaching philosophy includes:
  o Self-reflection on personal beliefs about teaching and learning.
  o Identification of attitudes, values, and beliefs about teaching and learning.
  o Illustrates personal beliefs on practice and how these beliefs and experiences are incorporated in a classroom or experiential setting with trainees.
  o If updating, reflect on how one's philosophy has changed.

Objective E1.3.2: (Creating) Prepare a practice-based teaching activity.
Criteria:
- Develops learning objectives using active verbs and measureable outcomes.
- Plans teaching strategies appropriate for the learning objectives.
- Uses materials that are appropriate for the target audience.
- Organizes teaching materials logically.
- Plans relevant assessment techniques.
- When used, develops examination questions that are logical, well-written, and test the learners' knowledge rather than their test-taking abilities.

- Participates in a systematic evaluation of assessment strategies (e.g., post-exam statistical analysis) when appropriate.
- Ensures activity is consistent with learning objectives in course syllabus.

Objective E1.3.3: (Applying) Deliver a practice-based educational activity, including didactic or experiential teaching, or facilitation.
Criteria:
- Incorporates at least one active learning strategy in didactic experiences appropriate for the topic.
- Uses effective skills in facilitating small and large groups.
- For experiential activities:
    - Organizes student activities (e.g., student calendar).
    - Effectively facilitates topic discussions and learning activities within the allotted time.
    - Effectively develops and evaluates learner assignments (e.g., journal clubs, presentations, SOAP notes.
    - Effectively assesses student performance.
    - Provides constructive feedback.

Objective E1.3.4: (Creating) Effectively document one's teaching philosophy, skills, and experiences in a teaching portfolio.
Criteria:
- Portfolio includes:
    - A statement describing one's teaching philosophy.
    - Curriculum vitae.
    - Teaching materials including slides and other handouts for each teaching experience.
    - Documented self-reflections on one's teaching experiences and skills, including strengths, areas for improvement, and plans for working on the areas for improvement.
    - Peer/faculty evaluations.
    - Student/learner evaluations.

Competency Area E2: Added Leadership and Practice Management Skills

Goal E2.1: Apply leadership and practice management skills to contribute to management of pharmacy services.

Objective E2.1.1: (Applying) Demonstrate personal leadership qualities essential to operate effectively within the organization and advance the profession and practice of pharmacy.
Criteria:
- Establishes sustained active participation in relevant professional associations.
- Contributes to pharmacy's influence on organizational decision-making to improve patient care.
- Contributes to the pharmacy's planning process including review and/or revision of the pharmacy's vision and mission statements.

Objective E2.1.2: (Applying) Contribute to the pharmacy procurement process.
Criteria:

- Considers the processes and contractual relationships of the pharmacy department's medication procurement system.
- Interacts appropriately with wholesalers and GPOs.
- Considers the role of competitive contracting.
- Applies principles of inventory management.
- Applies special procedure for unique drug entities (e.g., controlled substances, refrigerated medications).
- Appropriately addresses issues surrounding the return or disposal of medications.
- Ensures compliance with relevant regulations.

Objective E2.1.3: (Applying) Contribute to the financial management of the department.
Criteria:
- Participates in, or explains, development of an operating or capital budget, as applicable.
- Participates in, or explains, the evaluation of pharmacy budget monitoring reports, as applicable.
- Participates in the development of cost reduction strategies and revenue capture and recovery, as applicable.
- Participates in, or explains, revenue management and reimbursement for products and services in the department, as applicable.
- Ensures compliance with, or explains, relevant regulations, as applicable.

Objective E2.1.4: (Applying) Manage the use of investigational drug products (medications, devices, and biologicals).
Criteria:
- Describes and observes regulatory requirements.
- Observes established protocols and the organization's policies and procedures.
- Participates in monitoring activities of involved study sponsors.
- Prepares and dispenses medications, devices, and biologicals according to the organization's policies and procedures.
- Assists with processes to develop and educate staff regarding on-going protocols and their related distribution systems.
- Ensures compliance with relevant regulations.
- Attend, and accurately summarize key points of, the study site investigator meeting, if applicable.

Goal E2.2: Contribute to the management and development of pharmacy staff.

Objective E2.2.1: (Applying) Contribute to recruitment for specified positions.
Criteria:
- Determines responsibilities and qualifications of a specified position.
- Applies appropriate advertising approach for a position to be filled (e.g., internally versus externally).
- Includes appropriate information in recruitment materials for a position.
- Considers appropriate factors when determining the individual's qualifications for a position.
- Considers appropriate factors when deciding to hire internally versus externally.
- Considers the organization's policy regarding equal employment opportunity and affirmative action.
- Considers requirements of the American Disabilities Act on interviews.

- Applies appropriate organizational and department processes to interview and recommend personnel for employment.
- Determines appropriate content for interview questions.
- Determines with whom candidates should interview.
- Determines how to select candidates to interview.
- Makes appropriate use of references.
- Includes appropriate information in an offer letter.
- Ensures compliance with relevant regulations.

Objective E2.2.2: (Applying) Contribute to orientation, staff development, and training activities for practice area personnel.
Criteria:
- States the purposes of orientation, staff development, and training.
- States the roles of the organization and of the practice area in orientation, staff development, and training.
- Assists with analysis to determine staff development and training needs.
- Uses data from development analysis to develop gap analysis.
- Effectively assists with program development.
- Evaluates program effectiveness.
- Effectively helps determine what subjects should be covered in orientation and time needed for adequate coverage.
- Effectively helps determine subjects that should be covered in training for a specific position and time needed for adequate coverage.
- Helps determine and implement effective methods for ensuring that a new employee is sufficiently trained for his or her position.
- Explains the impact of the Family Medical Leave Act and union contract on human resources policy.
- Describes the organization's probationary period.

Objective E2.2.3: (Understanding) Explain the components of an employee performance evaluation system.
Criteria:
- States the performance standards for a specific position.
- States effective methods for communicating performance standards and evaluation of performance to employees.
- Explains effective ways to measure work against objective and subjective performance standards.
- Ensures compliance with relevant regulations.

Objective E2.2.4: (Understanding) Explain the principles and application of a progressive discipline process.
Criteria:
- Explains the components of the progressive discipline process.
- States the benefits of the progressive discipline process to the employer and the employee.
- Ensures compliance with relevant regulations.

Goal E2.3: Understand the process of establishing a pharmacy residency program.

Objective E2.3.1: (Understanding) Explain the steps involved in establishing a pharmacy residency program at a particular site.
Criteria:
- Explains the sources of published information to be used when establishing a residency program (e.g, accreditation regulations, accreditation standards, ASHP website).

Competency Area E3: Initiating a New Psychiatric Pharmacy-Related Service

Goal E3.1: Develop a proposal for a new psychiatric pharmacy-related service.

Objective E3.1.1: (Creating) Write a proposal for a psychiatric pharmacy-related service.
Criteria:
- Proposal meets a perceived need of the health system and its patients.
- Accurately identifies the need for a new service or program, or improvements to an existing service or program.
- Goals are realistic and clear.
- Outcomes are stated in measurable terms.
- Proposal is clear and persuasive.
- The proposal uses the organization's format.
- Marketability of new or enhanced service is clearly outlined.
- Uses appropriate methods (e.g., modeling) to predict the financial outcome(s) of implementing a proposed new or enhanced service or program.
- Uses appropriate methods to predict the intended clinical outcomes of new or enhanced service or program.
- Proposal includes the necessary components of a new service or program (e.g., disease state management program).
- Proposal considers the role of other health care providers in meeting the needs of patients involved in a new service or program (e.g., disease state management programs).
- Proposal considers how potential shifts in market share should be factored into decisions on the marketability of a service or program.

Objective E3.1.2: (Applying) Use effective presentation skills to present a proposal for a new psychiatric pharmacy-related service.
Criteria:
- Presents to appropriate entities.
- Uses presentation skills appropriate to the audience.
- Applies concepts from literature on effective scientific presentations.
- Presents in a succinct manner.

Objective E3.1.3: (Evaluating) Employ effective strategies for implementing a new psychiatric pharmacy-related service.
Criteria:

- Applies an effective strategy for promoting a proposal for a new or enhanced service or program, addressing stakeholder interests.
- Participates in the development of a strategy to evaluate the effectiveness (financial, clinical, or other metric) of a new or enhanced service or program.
- Ensures compliance with relevant regulations.
- Identifies, and obtains support of, key players for successful implementation (e.g., directors, case managers, lawyers, CFO).
- Effectively explains how new service benefits each key player.

Objective E3.1.4: (Evaluating) Evaluate a new psychiatric pharmacy-related service.
Criteria:
- Effectively assesses if the new service meets the stated goals.
- Select appropriate metrics for evaluation.

Competency Area E4: Outcomes Research

Goal E4.1: Contribute to clinical, humanistic or economic outcomes analyses.

Objective E4.1.1: (Evaluating) Contribute to a prospective clinical, humanistic and/or economic outcomes analysis.
Criteria:
- Follows, or explains, principles and methodology of basic pharmacoeconomic analyses.
- Selects, or explains, appropriate study design appropriate for their research (prospective clinical, humanistic or economic outcomes analysis).
- Appropriately uses modeling, if appropriate, or explains how modeling is used.
- Effectively collects data for their research or explains the types of data that must be collected in a prospective clinical, humanistic and economic outcomes analysis.
- Uses, or explains, reliable sources of data for a clinical, humanistic and economic outcomes analysis.
- Effectively analyzes, or explains how to analyze, collected data in a prospective clinical, humanistic and economic outcomes analysis.
- Applies, or explain how research results can be applied, to internal business decisions and modifications to a customer's formulary or benefit design.

Objective E4.1.2: (Evaluating) Contribute to a retrospective clinical, humanistic, and/or economic outcomes analysis.
Criteria:
- Accurately explains the purpose of a retrospective clinical, humanistic or economic outcomes analysis.
- Selects appropriate study design, or accurately explains study designs, appropriate for a retrospective clinical, humanistic and economic outcomes analysis, as applicable.
- Collects appropriate data, or accurately explains the types of data that must be collected, in a retrospective clinical, humanistic and economic outcomes analysis, as applicable.
- Utilizes appropriate report and audit information, or accurately explains the content and utilization of reports and audits, produced by the pharmacy department, as applicable.

- Uses appropriate sources of data, or accurately explains possible reliable sources of data for a retrospective clinical, humanistic and economic outcomes analysis, as applicable.
- Accurately analyzes data, or explains methods for analyzing data in a retrospective clinical, humanistic and economic outcomes analysis, as applicable.
- Accurately explains the impact of limitations of retrospective data on the interpretation of results.
- Effectively applies, or explains how, results of a retrospective clinical, humanistic and economic outcomes analysis can be applied to internal business decisions and modifications to a customer's formulary or benefit design, as applicable.

Competency Area E5: Credentialing

Goal E5.1: Successfully petition for credentialing as a psychiatric pharmacy practitioner.

Objective E5.1.1: (Applying) Follow established procedures to successfully apply (may be a hypothetical application if not permitted at the site) for credentialing as a psychiatric pharmacy practitioner.
Criteria:
- Demonstrates understanding of, or follows the estabilised procedures for, the practice setting's policy for applying to be credentialed.

Competency Area E6: Development of Guidelines

Goal E6.1: Contribute to the review of existing, or the development and implementation of, evidence-based guidelines for medications used in patients with psychiatric or neuropsychiatric disorders.

Objective E6.1.1: (Analyzing) Identify the need for a new or modification of an existing guideline for a medication used in patients with psychiatric or neuropsychiatric disorders by comparing the applicability of existing guidelines to the needs of the organization.
Criteria:
- Accurately analyzes the evidence supporting or refuting a guideline.
- Compare and contrast different guidelines for the same disorder.

Objective E6.1.2: (Creating) Develop a new or modify an existing medication-related guideline for the care of patients with a psychiatric and neuropsychiatric disorder based on best evidence and the characteristics of the local environment and patients.
Criteria:
- Effectively tailors an existing guideline to the needs of the organization.

Objective E6.1.3: (Applying) Implements a guideline for a medication used in the care of patients with psychiatric and neuropsychiatric disorders.
Criteria:
- Effectively uses an interdisciplinary approach to implementation of a medication guideline.

- Identifies and addresses barriers to implementation (e.g, metabolic monitoring for atypical antipsychotics).

Objective E6.1.4: (Evaluating) Assess the results of implementing a medication-related guideline for the care of patients with psychiatric and neuropsychiatric disorders.
Criteria:
- Uses appropriate assessment methods, if applicable.

Competency Area E7: Delivery of Psychiatric Medications

Goal E7.1: Manage and facilitate delivery of medications to support safe and effective drug therapy for patients with psychiatric and neurologic disorders.

Objective E7.1.1: (Applying) Facilitate delivery of medications for patients with psychiatric and neurologic disorders following best practices and local organization policies and procedures.
Criteria:
- Ensures correct interpretation of appropriateness of a medication order before they are prepared or permitting the distribution of the first dose, including:
  - Identifying, clarifying, verifying, and correcting any medication order errors.
  - Considering complete patient-specific information.
  - Identifying 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.
- Facilitates preparation of medication using appropriate techniques and following the organization's policies and procedures and applicable professional standards, including:
  - When required, accurately calibrating equipment.
  - Adhering to appropriate safety and quality assurance practices.
  - Ensuring preparation of labels that conform to the health system's policies and procedures, as appropriate.
  - Ensuring that medication has all necessary and appropriate ancillary labels.
  - Inspecting the final medication before dispensing for accuracy, as appropriate.
- Ensures that when medication products are dispensed:
  - 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 for the patient and support/education for relevant interdisciplinary staff (e.g. nursing, respiratory therapy).
  - Ensures the patient receives medication on time.
- Maintains accuracy and confidentiality of patients' protected health information.
- Obtains agreement on modifications to medication orders when acting in the absence of, or outside, an approved protocol or collaborative agreement.
- Ensures appropriate dosing, preparation, and dispensing the following types of medications:

- Medications used in emergency response (psychiatric crisis, overdose, neurologic emergency).
- Assesses appropriate stock of automatic dispensing cabinets.
- References appropriate literature resources to ensure use of proper practices regarding compatibility, and concentrations.

Objective E7.1.2: (Applying) Manage aspects of the medication-use process related to formulary management for patients with psychiatric and neurologic disorders.
Criteria:
- Follows appropriate procedures regarding exceptions to the formulary, if applicable, in compliance with policy.
- Ensures non-formulary medications are evaluated, dispensed, administered, and monitored in a manner that ensures patient safety.

Objective E7.1.3: (Applying) Facilitate aspects of the medication-use process for patients with psychiatric and neurologic disorders.
Criteria:
- Makes effective use of technology to aid in decision-making and increase safety.
- Demonstrates commitment to medication safety.
- Effectively prioritizes workload and organizes workflow.
  - Checks accuracy of medications dispensed, including correct patient identification, medication, dosage form, label, dose, number of doses, and expiration dates; and proper repackaging and relabeling medications, including compounded medications (sterile and nonsterile).
  - Promotes safe and effective drug use on a day-to-day basis.

The effective date for implementation of these educational outcomes, goals, and objectives is July 1, 2017.

Appendix

The resident will explain signs and symptoms, epidemiology, risk factors, pathogenesis, natural history of disease, pathophysiology, clinical course, etiology, and treatment of diseases and conditions listed below. The resident will also have experience managing patients with these diseases and conditions.

The resident will explain the mechanism of action, pharmacokinetics, pharmacodynamics, pharmacogenomics, pharmacoeconomics, usual regimen (dose, schedule, form, route, and method of administration), indications, contraindications, interactions, adverse reactions, and therapeutics of medications and non-traditional therapies, where relevant, that are applicable to the diseases and conditions listed below.

The resident will explain various forms of non-medication therapy, including life-style modification and the use of devices for disease prevention and treatment, for diseases and conditions listed below.

Required
- Schizophrenia and other psychotic disorders
- Bipolar Disorder
- Major Depressive Disorder
- Anxiety disorders (GAD, Panic, OCD, SAD, PTSD)
- Psychoactive substance-use disorders (including information on routes of administration of psychoactive substances and common street names)
- Dual diagnosis
- Personality disorders

(The following required areas may be accomplished through didactic discussion, reading assignments, case presentations, written assignments, and/or direct patient care experiences.)
- Sleep disorders
- Eating disorders
- Geriatric psychiatry (acute, ambulatory, or long-term care)
- Psychiatric disorders in children and adolescents
- Neurological disorders (e.g., pain, movement, seizures, headache, dementia, traumatic brain injury, autoimmune disorders)
- Developmental disorders (e.g., autism spectrum disorder, Down syndrome, Wilson's, Prader-Willie Syndrome)
- Syndromes associated with aggression, hostility, or agitation
- Delirium
- Pregnancy and postpartum psychiatric disorders

Required Learning Experiences
The resident's training must include:
- Adult inpatient psychiatry (acute or "step-down unit")
- Outpatient clinic, "partial hospitalization," or day treatment center

Selected Learning Experiences

A minimum of two from the following must be selected. Experiences should be chosen to provide variety in the patient populations with whom the resident works:

- Child and adolescent psychiatry
- Consultation liaison psychiatry
- Chronic, intermediate, or extended inpatient psychiatric care
- Geriatric psychiatry
- Neurology
- Substance abuse
- Developmental disabilities
- Pain management (inpatient or outpatient)

Elective Experiences

The following may be taken as electives:

- Administration
- Emergency psychiatry
- Forensic psychiatry
- Mental health court
- Specialty clinic (e.g., mood disorders, clozapine, depot antipsychotic, movement disorders, HIV/psychiatry, hepatitis)
- Psychopharmacology laboratory and pharmacokinetics
- Community mental health screening
- Other (based upon the identified needs of the individual resident and the resources available to the residency program)