From Initial Assessment to Accreditation: Preparing Your Site for Residency Training

AAHP Fall Seminar
Hot Springs, AR
October 4th, 2012

Panel Presenters

- Christy Holland, Pharm.D.
  - christy.holland@baptist-health.org
- Willie Capers, Pharm.D.
  - wcapers@sbmc.org
- Lanita S. White, Pharm.D.
  - lswhte@uams.edu

Pharmacist Objectives

- Identify characteristics and core qualities of a practice site necessary to support a pharmacy residency program.
- Review the costs and cost-savings of pharmacy residency training.
- Explain pass-through funding and how it can be used to reimburse costs associated with residency training.

Pharmacist Objectives (continued)

- Describe strategies to enhance preceptor self-assessments and methods for preceptor development.
- Discuss methods for preparing for a successful ASHP Residency Accreditation site visit.

Technician Objectives

- Identify characteristics and core qualities of a practice site necessary to support a pharmacy residency program.
- Review the costs and cost-savings of pharmacy residency training.
- Explain pass-through funding and how it can be used to reimburse costs associated with residency training.

Technician Objectives (continued)

- Review the importance of preceptor self-assessments and preceptor development.
- Discuss methods for preparing for a successful ASHP Residency Accreditation site visit.
Presentation Schedule

- Panel members will present for 60-70 minutes.
- Questions can be written and submitted at any time during the presentation.
- Questions submitted in writing or asked from the audience will be answered by panel members for the remaining 20-30 minutes.

Let’s Get Started…
Maybe?

Christy Holland, Pharm.D.
Baptist Health Medical Center – North Little Rock

What? Us? Here?

Residency Applications 2012

- Over 4200 PGY1 and PGY2 applicants
  - 2268 PGY1 positions matched
  - 505 PGY2 positions matched
- Highly qualified, motivated graduates seeking an opportunity to increase their clinical experience while providing patient-centered care


Initial Assessment

- Determine if the necessary elements for training a pharmacy resident exists at your practice site.
- ASHP Accreditation Standard for PGY-1 Pharmacy Residency Programs


Initial Assessment

- What learning experiences can my site offer?
  - Actual practice versus situational experiences
- Will the resident be trained by pharmacists?
  - A resident should “plug in” to an ongoing pharmacist’s practice.
- Which pharmacists can help champion the residency?
  - It may take 2-3 years after beginning this process before a resident can be enrolled
Early Decisions

- Number of residents
  - Usually one or two
- College affiliation
- Accreditation
  - Outside peer review
  - ASHP resources
  - Positive benefits to practice site

Program Design

- Types of learning experiences
  - Rotational – one month
  - Extended – 6-8 weeks
  - Longitudinal – recur throughout residency
  - Concentrated – occur only once during year
  - Required versus Elective

Self-Assessment Tool

- Residency Readiness Self-Assessment Tool
  - 29 questions to guide you through the Residency Standards
  - Yes/No questions with an explanation of intent for each standard
  - http://www.ashp.org/menu/Accreditation/ResidencyAccreditation.aspx#StartingaResidency

Early Decisions

- Primary purpose of the residency
  - Emphasize the unique strengths of the program.
  - Describe the type of practitioner that will graduate from your residency.

Program Design

- Every learning experience must be associated with a set of learning goals and objectives.
  - The Residency Learning System Model (RLS)
  - Evaluations must be frequent and ongoing.
  - ResiTrak®
  - Service commitment (aka staffing)
  - Residency project

Review Question 1

- In determining if my site has the necessary elements for training a resident, I can start by reviewing:
  - ASHP’s Policy Position on Drug Distribution
  - ASHP’s Online Residency Directory
  - ASHP’s Accreditation Standard for Postgraduate Year One Pharmacy Residency Programs
  - ASHP’s Advocacy Agenda
Review Question 1

- In determining if my site has the necessary elements for training a resident, I can start by reviewing:
  - ASHP’s Policy Position on Drug Distribution
  - ASHP’s Online Residency Directory
  - ASHP’s Accreditation Standard for Postgraduate Year One Pharmacy Residency Programs
  - ASHP’s Advocacy Agenda

Review Question 2

- One of the most important concepts in ASHP’s PGY-1 residency standards is that pharmacy residents should be primarily trained by:
  - Pharmacists
  - Nurses
  - Physicians
  - Administrators

Accreditation of New Programs

- 44 total programs surveyed

- 38.6% Denied
- 15.9% 1 yr
- 43.2% 3 yrs
- 5% 6 yrs

*March 2012 Commission on Credentialing Meeting

Building the Business Case for Your Residency

Willie Capers II, Pharm.D., MBA

Building your proposal…

Purpose

Qualitative Benefits

Program Design

Return on Investment (ROI)
### Purpose
- Facility and services provided
- Areas of strength
  - Pharmacy services, technology, etc.
- Personnel (quantity, skill, and mix)

### Qualitative Benefits
- Recognition (local, state, and national)
- Recruitment
- Projects/services
- Staffing
- Professional development of pharmacy staff

### Program Design
- Residency Program Director
- Preceptors
- Rotations (core and elective)
- Duration
- Number of Positions
- Estimated Stipend
- Recruitment

### Non-Medicare Funding
- ASHP Foundation
- Colleges of Pharmacy
- Department of Veterans Affairs
- Department of Defense
- Other

### Medicare Funding
- 42CFR413.85 (Cost of Approved Nursing and Allied Health Education Activities)
  - Also known as pass-through payment
- 42CFR413.87 (Medicare+Choice Nursing and Allied Health Education Program Payments)

### Reimbursement Requirements
- Program accreditation by ASHP
- Direct operation by a provider
- Certification of completion required for employment

**NOTE:** Only PGY1 programs are eligible for pass-through funding
**Industry Norm**

- CMS defines as:
  - More than 50% of hospitals in a random, statistically valid sample
  - Completion of a PGY1 program satisfies industry norm for direct patient care positions
  - Currently, completion of a PGY2 program does not meet the industry norm

**Eligible Costs**

<table>
<thead>
<tr>
<th>Resident</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and fringe benefits</td>
<td>Accreditation fees</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>Recruitment expenses</td>
</tr>
<tr>
<td>Preceptors</td>
<td>Travel, materials, lodging, meals, time</td>
</tr>
<tr>
<td>Salaries and fringe benefits</td>
<td>Dues, subscriptions, books, other material</td>
</tr>
<tr>
<td>Travel expenses</td>
<td></td>
</tr>
</tbody>
</table>

**Accreditation Fee Schedule**

<table>
<thead>
<tr>
<th>Programs per Site</th>
<th>Annual Assessment per Site – 2012</th>
<th>Annual Assessment per Site – 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 3,175</td>
<td>$ 3,300</td>
</tr>
<tr>
<td>2</td>
<td>$ 4,175</td>
<td>$ 4,345</td>
</tr>
<tr>
<td>3</td>
<td>$ 4,775</td>
<td>$ 4,970</td>
</tr>
<tr>
<td>4</td>
<td>$ 4,965</td>
<td>$ 5,225</td>
</tr>
<tr>
<td>5 or more</td>
<td>$ 5,500</td>
<td>$ 5,800</td>
</tr>
</tbody>
</table>

2012 Initial application fee is $875 per residency program
2013 Initial application fee is $910 per residency program

Fees are based on a calendar year

**Assumptions**

- Preceptor time (while on rotation)
  - 1-3 hours per day, 5 days per week, up to 50 weeks (~ 45% of their time per resident)
- Residency Program Director
  - 4 hours per week (~ 10% of their time for the first resident; ~ 5% of their time for each resident after)

**Example Hospital**

- 438 bed community hospital
- 2 residents
- Medicare accounts for 45% of revenue
- Proposal requested with proforma

**Medicare Reimbursement**

<table>
<thead>
<tr>
<th>MEDICARE REIMBURSEMENT</th>
<th>$ 122,763</th>
</tr>
</thead>
<tbody>
<tr>
<td>45% of Direct Expenses</td>
<td>$ 38,820</td>
</tr>
<tr>
<td>TOTAL MEDICARE REIMBURSEMENT</td>
<td>$ 161,591</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIRECT EDUCATION EXPENSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$ 84,000</td>
</tr>
<tr>
<td>Benefits (28%)</td>
<td>$ 23,520</td>
</tr>
<tr>
<td>Travel</td>
<td>$ 5,250</td>
</tr>
<tr>
<td>Dues &amp; Subscriptions</td>
<td>$ 800</td>
</tr>
<tr>
<td>Teaching Expenses</td>
<td>$ 154,560</td>
</tr>
</tbody>
</table>
Medicare Reimbursement (Cont.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Expenses</td>
<td>$ 1,500</td>
</tr>
<tr>
<td>Accreditation Fee</td>
<td>$ 3,175</td>
</tr>
<tr>
<td><strong>TOTAL DIRECT EDUCATION EXPENSES</strong></td>
<td><strong>$ 272,805</strong></td>
</tr>
<tr>
<td>Indirect Education Expenses</td>
<td></td>
</tr>
<tr>
<td>Building and equipment depreciation, housekeeping, administrative, etc. (*30% of direct expenses)</td>
<td>$ 81,842</td>
</tr>
<tr>
<td><strong>TOTAL INDIRECT EDUCATION EXPENSES</strong></td>
<td><strong>$ 81,842</strong></td>
</tr>
</tbody>
</table>

*The indirect medical education factor is computed

PGY1 Program Proforma

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Expenses</th>
<th>Net Gain (loss)</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$ 159,597</td>
<td>$ 113,570</td>
<td>$ 41,346</td>
<td>36%</td>
</tr>
<tr>
<td>Year 2</td>
<td>$ 159,597</td>
<td>$ 113,570</td>
<td>$ 41,346</td>
<td>36%</td>
</tr>
<tr>
<td>Year 3</td>
<td>$ 159,597</td>
<td>$ 113,570</td>
<td>$ 41,346</td>
<td>36%</td>
</tr>
<tr>
<td>Year 4</td>
<td>$ 159,597</td>
<td>$ 113,570</td>
<td>$ 41,346</td>
<td>36%</td>
</tr>
<tr>
<td>Year 5</td>
<td>$ 159,597</td>
<td>$ 113,570</td>
<td>$ 41,346</td>
<td>36%</td>
</tr>
</tbody>
</table>

Documenting Instructor Time

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Documenting Instructor Time (Cont.)

<table>
<thead>
<tr>
<th>Review Question 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of the following is a requirement to receive pass-through funding for a pharmacy residency program?</td>
</tr>
<tr>
<td>Program accreditation by ASHP</td>
</tr>
<tr>
<td>Direct operation by a provider</td>
</tr>
<tr>
<td>Certification of completion required for employment</td>
</tr>
<tr>
<td>Type of program satisfies industry norm</td>
</tr>
<tr>
<td>All of the above</td>
</tr>
</tbody>
</table>

Resources

- ASHP website (www.ashp.org)
- Accreditation >> Residency Accreditation
- Code of Federal Regulations. 42 CFR 413.85 - Cost of approved nursing and allied health education activities.
Review Question 1

- Which of the following is a requirement to receive pass-through funding for a pharmacy residency program?
  - Program accreditation by ASHP
  - Direct operation by a provider
  - Certification of completion required for employment
  - Type of program satisfies industry norm
  - All of the above

Review Question 2

- Which of the following costs are eligible to include for pass-through reimbursement?
  - Total salary and benefits of the resident
  - Total salary and benefits of the preceptors
  - Travel expenses for resident
  - Dues, subscriptions, books, other material
  - Capital expenses related to residency program

Preceptor Development

- ASHP address two main development areas
  - Teaching skills of the RPD and preceptors
  - Professional skills of the RPD and preceptors
- Both the RPD and Preceptors have specific roles in the development process

Preceptor Development – Teaching Skills

- RPD is responsible for...
  - Evaluating desire and aptitude for teaching
  - Providing opportunities to enhance skills
  - Implementing the plan
  - Improving the quality of instruction
  - Documenting the criteria for service
Preceptor Development – Professional Skills

- RPD and Preceptors are responsible for...
  - Skills and knowledge in their area
  - Helping to develop and following the plan
  - A record of contribution and commitment to the profession
    - Demonstrated by defined criteria
    - Outlined in ASHP accreditation standards

Preceptor Development – The Path to Success

Define and Document Criteria

- Licensed pharmacist
  - Residency + 1 year practice experience
  - No residency with equivalent experience + 3 years practice experience
  - Training, experience, and an active practice in the area where they train residents
  - Demonstrate a desire and aptitude for teaching
  - Have ability to precept according to the needs of the resident

Define and Document Criteria

- Documented record of improvements in and contributions to the respective area of advanced practice pharmacy
- Appointments to appropriate drug policy and other committees of the department/organization
- Formal recognition by peers as a model practitioner

Define and Document Criteria

- A sustained record of contributing to the total body of knowledge in pharmacy practice
- Serving regularly as a reviewer of contributed papers or manuscripts submitted for publication
- Active service in professional organizations at the local, state and national levels
- Demonstrated effectiveness in teaching

Meeting The Elusive “4 of 7”

- August 2010: 100% - Preceptors have not made adequate contributions to the total body of pharmacy knowledge - CF
- March 2011 – 100%
- August 2011 – 89%
- March 2012 – 88%
Preceptor Development – The Path to Success

Define and Document Criteria for Preceptors

Conduct a Needs Assessment

Set Goals for the Upcoming Year

Conduct Training for Preceptors

Complete a Program Evaluation

Continue Improvement of the Process

Conducting A Needs Assessment

- Survey of preceptors and residents
- Assess attitudes towards teaching
- Assess topic areas where preceptors want to increase knowledge or skill
- Review feedback from residents and students
- Assess sustained record of contribution of each preceptor (Academic and Professional Record)

Setting Goals

- Set individualized 1 year and long term goals
  - May need to be guided by RPD
  - Need to be sure time constraints are not preventing achievement
- Set program 1 year and long term goals
- Establish realistic timelines
- Identify common needs to develop program wide training or development
- Look for opportunities outside of your organization

Training for Preceptors

- Set individualized professional and learning goals
  - Can be delivered in various ways to meet the needs (formal vs. informal)
- Familiarize preceptors with the Residency Learning System (RLS) and the program
- Consider creating a preceptor orientation

Program Evaluation

- Evaluations from preceptors
  - Evaluation of preceptor development plan
  - Written resident evaluations
  - Feedback from residents on preceptors
  - Regular meetings with preceptors to assess progress
  - Preceptors should track progress
  - Supervisor support though discussion during the annual performance review

Preceptor Self - Assessments

- Goals
  - Met? Why? How?
  - Unmet? Why? How?
- Honest reflection
  - Areas of success
  - Areas for improvement
- Plan and Action
  - Sustained success
  - Continued improvement
  - Next area of focus
Preparing for Accreditation

Plan Ahead…… The End

Preparing for Accreditation

Useful resources on ASHP website
- Timelines
- Checklists
- Academic and Professional Record Form
- Guidance on schedule and on-site needs
- Be mindful of deadlines

Preparing for Accreditation

7 Principles to be reviewed
- Review the Critical Factors (CF) in each principle
- Complete the Pre-Survey Questionnaire
  - Get the answers early
  - Assess principle compliance
  - Gather attachments
  - Mail documents in time
  - ASHP Pre-Survey Questionnaire

Preparing for Accreditation

Communicate time commitment
- Institution executives
- Nursing Executives, etc.
- Pharmacy management
- RPD’s, Preceptors
- Residents
- Get your document house in order
  - Outcome/goal/objectives addressed
  - Evaluations/Resitrak review

Preparing for Accreditation

You are in charge of the schedule and the day
- Refreshments
- Lunch
- Hospitality
- Availability
- Make on-site documents easily accessible
- Answer only the questions asked
- Do you have the time……
Pearls from RPD’s

... be sure to have all of you paperwork together and ensure everyone involved besides the RPD (residents, preceptors, management, executives, etc.) review it

Dr. Willie Capers
St. Bernard’s Medical Center
Jonesboro, AR

---

Pearls from RPD’s

... go to the ASHP “Meet the Surveyor Roundtable Discussion” to ask questions of the surveyor

... attend RLS training and ask questions of other RPD’s that have gone through the process

Dr. Kelly Thomas
CAVHS
Little Rock

---

Pearls from RPD’s

... review pre-survey questionnaire periodically to always have a sense of the program’s compliance status

... have residents and preceptors complete the pre-survey questionnaire yearly to have continued assessment of the program

Dr. Mike Parr
UAMS
Little Rock

---

Pearls from RPD’s

... make “The Grid” to have a clear picture of where each outcome/goal/objective is evaluated at least once

... be sure to save it in more than one place

Dr. Lanita White
UAMS
Little Rock

---

Good Luck!

Plan Ahead……. The End

---

Review Question 1

Where can you find the ASHP Academic and Professional Record Form?

- It will be emailed from the Council on Credentialing.
- It can be found on the American Pharmacists Association website.
- It can be found on the American Association of Health-System Pharmacists website.
- It should be created by the RPD.
Review Question 1

- Where can you find the ASHP Academic and Professional Record Form?
  - It will be emailed from the Council on Credentialing.
  - It can be found on the American Pharmacists Association website.
  - It can be found on the American Society of Health-System Pharmacists website.
  - It should be created by the RPD.

Review Question 2

- What are Critical Factors?
  - They determine what programs will be surveyed first.
  - They determine which principles will be reviewed by the surveyors.
  - They are weighted elements to help determine length of accreditation.
  - They help determine which rotations need are required for a residency program.

Review Question 3

- RPD’s and Preceptors must have a record of contribution and commitment to pharmacy practice by meeting how many of the seven elements given by ASHP.
  - Six
  - Seven
  - Three
  - Four

References

- ASHP Regulations on Accreditation on Pharmacy Residencies
- Accreditation Standards for PGY1 and PGY2 Pharmacy Residencies
- Strategies and resources for successful preceptor development, Am J Health Syst Pharm, October 1, 2011; v68:1837 – 842;
- Teaching during residency: Five steps to better lecturing skills, Am J Health Syst Pharm, Mar 1, 2011; v68: 382 – 387
- Mentor or Preceptor: What is the difference, Am J Health Syst Pharm, September 1, 2006; v63 1597 – 1598
- www.ashp.org
Questions?