PGY1 Internal Medicine: Cardiology
Hospital Rotation Takes Place in
Indiana University Health

Preceptor
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General Description
The one-month rotation is designed to develop the resident’s knowledge and skills in the pharmaceutical care of patients with cardiovascular disease, especially as they relate to the application of therapeutic principles in heart failure, acute myocardial infarction, and coronary artery disease. An understanding of guideline based therapies; problem identification, problem solving, healthcare team interaction, communications skills, patient interaction, documentation, and drug information are emphasized through daily encounters with patients and the cardiology/medicine teams.

Disease States
The resident will be expected to gain proficiency through direct patient care experiences for common diseases including, but not limited to:
- Heart Failure
- Acute Coronary Syndromes
- Valvular Disease
- Coronary Artery Bypass Grafting
- Hypertensive Crisis
- Cardiac Arrest

Topic discussions and reading key articles will be used to help develop the resident’s patient care skills for common disease states or acquiring knowledge about diseases seen infrequently on the service.

Goals and Objectives
Upon completion of the cardiology rotation, the resident will be proficient in providing pharmaceutical care to patients with a variety of cardiovascular disease states. The resident will be an effective, contributing member to the Hospitalist/Cardiology Service, providing drug information and treatment recommendations as needed or requested.

During the learning experience the resident will focus on the goals and objectives outlined below by performing the activities that are associated with each objective. The resident will gradually assume responsibility for all of the patients within the assigned unit. The PGY1 resident must devise efficient strategies for accomplishing the required activities in a limited time frame.

Achievement of the goals of the residency is determined through assessment of ability to perform the associated objectives. The table below demonstrates the relationship between the activities and the goals/objectives assigned to the learning experience.
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Objective</th>
<th>Activities</th>
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<tbody>
<tr>
<td>GOAL R1.1</td>
<td><strong>In collaboration with the health care team, provide safe and effective patient care to a diverse range of patients...following a consistent patient care process.</strong></td>
<td>Discharge Counseling, Med History, Tikosyn Education, Warfarin Education</td>
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<tr>
<td>Objective R1.1.2</td>
<td>(Applying) Interact effectively with patients, family members, and caregivers.</td>
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<td>Objective R1.1.5</td>
<td>(Creating) Design or redesign safe and effective patient-centered therapeutic regimens and monitoring plans (care plans).</td>
<td>Daily pre-rounding, Multidisciplinary rounds</td>
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<tr>
<td>Objective R1.1.7</td>
<td>(Applying) Document direct patient care activities appropriately in the medical record or where appropriate.</td>
<td>Progress Notes, Pharmacist Task List</td>
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<td>GOAL R1.2</td>
<td><strong>Ensure continuity of care during patient transitions between care settings.</strong></td>
<td></td>
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<tr>
<td>Objective R1.2.1</td>
<td>(Applying) Manage transitions of care effectively.</td>
<td>Discharge Counseling, Transition of Care Notes, Communication with interdisciplinary team members</td>
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<td>GOAL R4.2</td>
<td><strong>Effectively employs appropriate preceptors’ roles when engaged in teaching.</strong></td>
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<tr>
<td>Objective R4.2.1</td>
<td>(Analyzing) When engaged in teaching, select a preceptors’ role that meets learners’ educational needs.</td>
<td>Journal Clubs, Topic Discussions, Multidisciplinary rounds</td>
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<tr>
<td>Objective R4.2.2</td>
<td>(Applying) Effectively employ preceptor roles, as appropriate.</td>
<td>Journal Clubs, Topic Discussions, Multidisciplinary rounds, Co-precepting pharmacy students</td>
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**Preceptor Interaction**

**Daily:**
- 7-8: Pre-rounds
- 8-8:30: Pre-rounds with preceptor if needed
- 8:30 – 13:00: Round with MD/NP
- 1:00 – 4:00: Preceptor available in office for topic discussions, reviewing progress notes, patient updates, etc.

*Resident is expected to be on site for 40 hours each week. Resident is expected to come into the hospital and be prepared for rounds each prior to meeting up with physician.*

**Communication:**

A. Daily scheduled meeting times: Residents to prioritize questions and problems to discuss during scheduled meeting times as listed above.
B. E-mail: Residents are expected to read e-mails once daily at a minimum for ongoing communication. This is appropriate for routine, non-urgent questions and problems.
C. Office extension: Appropriate for urgent questions pertaining to patient care.
D. Personal phone number: Provided to resident at time of learning experience for emergency issues and urgent questions pertaining to patient care.

**Expected progression of resident responsibility on this learning experience**

**Expectations:**

A. Own your patient (If there was a change in therapy, dosage, new work-up, **know why**)
B. Anticipate and prepare for questions (Duration of therapy, best options for therapy – drug/dose/frequency)
C. Use evidence-based practices to make the most efficacious, efficient, convenient plans for your patients – What can **you** do to make their therapy better?
D. Questions to us should come with some evidence that you have tried to research an answer (DynaMed, UpToDate, Google do not count as evidence)
E. Come in with enough time to understand the entire patient: their diagnosis and drug therapy prior to rounds with time for questions and topic discussions.
F. Follow-up with all necessary members of pharmacy/medical team prior to and after rounds to ensure that patient work-up/management is solid!

**Progression of Resident Responsibilities:**

(Length of time preceptor spends in each of the phases will be personalized based upon resident’s abilities and timing of the learning experience during the residency training year)

Day 1: Preceptor to review learning activities and expectations with resident. Preceptor to take resident on tour of the hospital and introduce the resident to the team.

Week 1: Resident to work up approximately half of the patients and present to preceptor daily. Preceptor to attend and participate in team rounds with resident, modeling pharmacist’s role on the health care team.

Week 2: Resident to work up approximately 2/3 to all of the hospitalist’s patients and discuss problems with preceptor daily. Preceptor to attend team rounds with resident, coaching the resident to take on more responsibilities as the pharmacist on the team.
Weeks 3-4: Each week the resident is expected to take over the responsibility of working up more of the hospitalist’s patients, continuing to discuss identified problems with preceptor daily. Once the resident is able to take responsibility for all patients assigned to the team, the preceptor will no longer attend rounds, but will continue to facilitate the resident as the pharmacist on the team.

**Evaluation**
PharmAcademic will be used for documentation of scheduled evaluations (see chart below). The resident and the preceptor will independently complete the assigned evaluation and save as draft. The resident and the preceptor will then compare and discuss the evaluations. This discussion will provide feedback both on performance of the activities and the accuracy of the resident’s self-assessment skills. Evaluations will be signed in PharmAcademic following this discussion.

- Summative evaluations: This evaluation summarizes the resident’s performance throughout the learning experience. Specific comments should be included to provide the resident with information they can use to improve their performance in subsequent learning experiences.

- Preceptor and Learning Experience evaluations must be completed by the last day of the learning experience.

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
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<tbody>
<tr>
<td>Mid-point evaluation</td>
<td>Preceptor/Resident</td>
<td>End of week 2</td>
</tr>
<tr>
<td>Summative</td>
<td>Preceptor</td>
<td>End of week 4</td>
</tr>
<tr>
<td>Preceptor/Learning Experience Evaluation</td>
<td>Resident</td>
<td>End of week 4</td>
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