

Lower Mainland Pharmacy Services LMPS Yr1 Residency	Evaluated By: <b>evaluator's name</b> Evaluating : <b>person (role) or moment's name (if applicable)</b> Dates : <b>start date to end date</b>	
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\* indicates a mandatory response

## LMPS Pharmacy Residency Program Resident Assessment - Precepting Skills (2 week) Rotation

### Competency-Based Assessment

For Evaluation Policies and Resources and guidance on the performance rubric(s), please see:

<http://www.lmpsresidency.com/residents/resident-manual/evaluation-outcomes>

<http://www.lmpsresidency.com/residents/resident-manual/evaluation-policies>

**\*Note\* If you have any questions or concerns about a resident not meeting the expected level of performance - please contact the residency coordinator to discuss as soon as possible during the rotation block.**

#### Expectations of Resident Performance (for MODERATELY COMPLEX patients)

Note: Given the trajectory of learning during the program, the resident is meant to progress to the expected level of performance indicated by the end of the block of rotations in each time point (eg. Advanced Beginner by the end of rotation 2, or Competent by the end of rotation 5 or Proficient by the end of rotation 8). We should be working towards that goal during each time block.

Given that this is a short 2-week rotation, the FOCUS of assessment will be on patient care skills and precepting skills rather than knowledge-based assessments.

#### Expected Level of Performance for Precepting Skills

**NOTE: Given that this is the resident's first exposure to precepting a student for clinical skills, the expected level of performance would be at the ADVANCED BEGINNER stage.**

Knowledge Rubric

Skills (Provision of Pharmaceutical Care) Rubric

\*\*Rubrics based on Bloom's Taxonomy and the Dreyfus Model of Skill Acquisition

#### A. Precepting Skills

		Only able to explain concepts to the student in a clear, organized and accurate manner after significant coaching from the preceptor. Preceptor must answer student questions for resident.	Able to explain basic concepts to the student in a clear, organized and accurate manner. Able to explain complex concepts some of the time. Requires guidance to answer student questions some of the time.	Able explain concepts of varying complexity clearly and accurately most of the time. Uses a planned approach to explain complex concepts. Able to independently respond to student questions most of the time.	Able to explain concepts of varying complexity to the student clearly and accurately. Able to respond to student questions effectively. Applies a socratic questioning method at times to enhance deeper student learning.
	Not assessed(Explain why not assessed)	Novice	Advanced Beginner	Competent	Proficient
<p><b>*1. Practice-based Education - Direct Instruction (CPRB 3.5.3.a)</b></p> <p>Ability to apply the practice-based teaching method of direct instruction to precept and teach the student.</p> <p>Ability to explain concepts to the student.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please support your rating:

		Only able to model some of the skill based activities or processes in the patient care plan development for the student with significant preceptor coaching.	Able to demonstrate or model ("think out loud") some of skill based activities or processes in patient care plan development for the student with some preceptor support.	Able to demonstrate or model ("think out loud") most of the skill based activities or processes in patient care plan development for the student with minimal preceptor support.	Able to demonstrate or model ("think out loud") most of the skill based activities or processes in patient care development for the student independently. Able to adjust style of modeling to suit the student's learning needs.
	Not assessed(Explain why not assessed)	Novice	Advanced Beginner	Competent	Proficient
<p><b>*2. Practice-based Education - Modelling (CPRB 3.5.3.b)</b></p> <p>Ability to apply the practice-based teaching method of modelling to precept and teach the student.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please support your rating:

		Only able to actively involve the student in the learning process and provide learning opportunities with significant preceptor support. Only able to ask closed ended questions.	Able to ask open-ended questions to encourage critical thinking some of the time. Able to provide learning opportunities for skill-based activities or patient care plan development through feedback and coaching methods with significant preceptor support.	Able to ask questions that allow the student to make connections between previously learned and new knowledge most of the time. Able to acknowledge student behaviors and provide learning opportunities for skill-based activities or patient care plan development through feedback and coaching methods with some preceptor support. Needs prompting to adjust coaching style to accommodate learning needs of the student.	Able to ask questions that allow the student to make connections between previously learned and new knowledge. Able to acknowledge student behaviors and independently provide learning opportunities for skill-based activities or patient care plan development through feedback and coaching methods with minimal preceptor support. Able to adjust coaching style to accommodate learning needs of the student.
	Not assessed (Explain why not assessed)	Novice	Advanced Beginner	Competent	Proficient
<p><b>*3. Practice-based Education - Coaching (CPRB 3.5.3.c)</b></p> <p>Ability to apply the practice-based teaching method of coaching to actively involve the student in the learning process.</p> <p>Ability to ask the student questions to stimulate and encourage critical thinking.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please support your rating:

		Only able to recognize when a student is ready to perform a component of the patient care process independently with significant preceptor guidance. Only able to provide the student with the opportunities to practice independently, through facilitation with significant preceptor support.	Able to recognize when a student is ready to perform a component of the patient care process independently with coaching. Able to facilitate learning opportunities for the student to perform independently with preceptor support and coaching.	Able to recognize when the student is ready to perform a component of the patient care process independently most of the time. Utilizes a planned approach to seek-out and facilitate learning opportunities for the student to perform independently and to debrief with the student after the activity. Occasional guidance from preceptor needed.	Able to independently recognize when a student is ready to perform a component of the patient care process independently. Seeks out and facilitates learning opportunities for the student to perform independently. Able to debrief with the student after the activity.
	Not assessed(Explain why not assessed)	Novice	Advanced Beginner	Competent	Proficient
<p><b>*4. Practice-based Education - Facilitation (CPRB 3.5.3.d)</b></p> <p>Ability to apply the practice-based teaching method of facilitation to precept the student.</p> <p>Ability to recognize when a student is ready to perform a component of the patient care process independently, while still being supported by the resident preceptor. This could include patient education or conducting an allergy assessment as examples.</p> <p>Ability to provide the student with opportunities to perform a component of the patient care process independently, within the context of the student's skill level, while being available if needed and to debrief with the student after the activity.</p>					

Please support your rating:

		Only able to provide the student with regular, relevant and constructive feedback with significant preceptor support and guidance. Unable to support a struggling student.	Able to provide the student with relevant constructive and positive formal feedback. Able to provide the student with relevant, regular informal feedback some of the time with some preceptor support. Requires some coaching to help the student set goals. Able to support a struggling student with significant preceptor support.	Able to provide the student with regular, relevant constructive and positive formal and informal feedback on performance most of the time with minimal preceptor support. Utilizes a planned approach to help the student set goals. Able to support a struggling student with some preceptor support.	Able to independently provide the student with regular, relevant constructive and positive feedback on performance. Able to use effective tools and strategies to help the student set goals. Able to support a struggling student with minimal preceptor support.
	Not assessed(Explain why not assessed)	Novice	Advanced Beginner	Competent	Proficient
<p>*5. Provide Feedback (CPRB 3.5.2.a.b, 3.5.3.a.b.c.d.)</p> <p>Ability to provide the student with regular, relevant, constructive feedback on performance throughout the rotation.</p> <p>Ability to support and coach a struggling student, should the situation arise, using effective tools and strategies - through discussion and with support from the resident's preceptor.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please support your rating:

		Unable to identify or adequately describe his/her own teaching style	Able to identify and adequately describe his/her own teaching style, and understand how that influences their interactions with the student.	Able to identify and clearly describe his/her own teaching style. Is able to alter teaching style to meet student's needs with coaching from the preceptor	Able to identify and describe his/her own teaching style with sophistication and clear self-awareness. Is able to adapt teaching style to meet student's needs with minimal or no prompting from preceptor
	Not assessed (Explain why not assessed)	Novice	Advanced Beginner	Competent	Proficient
<p><b>*6. Learning and Teaching Styles (CPRB 3.5.2.b, 3.5.3.a.b.c.d.)</b></p> <p>The resident is able to describe, plus compare and contrast different learning and teaching styles</p> <p>The resident is able to identify their own teaching style, and demonstrate awareness of impact</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please support your rating:

		Requires intensive coaching to prioritize tasks and manage time, unable to cope with complexity.	Able to prioritize work, but requires coaching to balance multiple competing priorities. Utilizes critical thinking and problem-solving skills to attempt to solve moderately complex problems but requires coaching to achieve full resolution.	Able to prioritize work and balance multiple competing priorities with minimal coaching. Utilizes critical thinking and problem-solving skills to solve moderately complex problems but may lack refinement at times.	Independently prioritizes work and balances multiple competing priorities. Continually refines critical thinking and problem solving to solve moderately complex problems.
	Not assessed (Explain why not assessed)	Novice	Advanced Beginner	Competent	Proficient
<p><b>*7. Critical Thinking and Time Management (CPRB 2.1.5.3, 3.1.1.c, 3.4.1)</b></p> <p>Ability to independently prioritize tasks, think critically, problem solve, and manage own time.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please support your rating:

## B. Attitudes and Behaviours (Professional Characteristics)

	Does Not Consistently Exhibit	Consistently Exhibits
<b>*8. Responsibility for Own Learning</b> (CPRB 2.1.5.3, 2.1.5.4, 3.1.1.c, 3.4.1)		
Self-direction, motivation		
Modification of behavior in response to feedback	<input type="radio"/>	<input type="radio"/>
Professional conduct (punctuality, communication about patient care activities, rotation expectations and deadlines, accountable for own actions)		
Reliability and follow-through on all tasks assigned		

Please support your rating:

	Does Not Consistently Exhibit	Consistently Exhibits
<b>*9. Recognizing Role</b> (CPRB 3.1.3.a.b.c.d, 3.2.2, 3.3.4)		
Demonstrates respect for learner		
Demonstrates respect for preceptor and care team	<input type="radio"/>	<input type="radio"/>
Commitment to profession		
Demonstrates professional and ethical conduct		

Please support your rating:

**C. Rotation Specific Objectives**  
**(to be filled in and evaluated by the Preceptor/Resident as needed)**

(Note: Do not add objectives that are already covered by those objectives listed above)

1.

	Not assessed (Explain why not assessed)	Remembering/ Novice	Understanding/ Advanced Beginner	Applying/ Competent	Analysing/ Proficient
Rotation (listed above) Objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide evidence to support your rating:

2.

	Not assessed (Explain why not assessed)	Remembering/ Novice	Understanding/ Advanced Beginner	Applying/ Competent	Analysing/ Proficient
Rotation (listed above) Objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide evidence to support your rating:

3.

	Not assessed (Explain why not assessed)	Remembering/ Novice	Understanding/ Advanced Beginner	Applying/ Competent	Analysing/ Proficient
Rotation (listed above) Objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide evidence to support your rating:

4.

	Not assessed (Explain why not assessed)	Remembering/ Novice	Understanding/ Advanced Beginner	Applying/ Competent	Analysing/ Proficient
Rotation (listed above) Objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide evidence to support your rating:

5.

	Not assessed (Explain why not assessed)	Remembering/ Novice	Understanding/ Advanced Beginner	Applying/ Competent	Analysing/ Proficient
Rotation (listed above) Objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide evidence to support your rating:

**\*Final Preceptor Handover Comments (CPRB 2.2.3.7.b)**

Please describe the resident's strengths and the progress the resident made while on rotation with you. Describe areas you suggest the subsequent preceptor and resident focus on to further develop the resident's skills. Provide any overall comments/feedback.

**\*NOTE\*** The resident is to forward the comments from this box from their Final rotation assessment form to their subsequent preceptor to allow for communication of the resident's continual progress through the program. The resident is to copy the Program Coordinator on these emails.

The following will be displayed on forms where feedback is enabled...  
(for the evaluator to answer...)

\*Did you have an opportunity to meet with this trainee to discuss their performance?

Yes



No

*(for the evaluatee to answer...)*

\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

Yes

No