	BC Pharmacy	Evaluated By : evaluator's name
	IHA Pharmacy	Evaluating : person (role) or moment's name (if applicable)
		Dates : start date to end date

*indicates a mandatory response

Interior Health Pharmacy Residency Program
Medication Management ITAR (In-Training Assessment of Resident)

Competency 3.2: Manage and Improve Medication-Use Systems
Standard: "The resident shall demonstrate a working knowledge of medication-use systems, as well as the roles of pharmacy personnel and other care providers within the system, in order to manage and improve medication use for individual patients and groups of patients."

		Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
	Not Assessed (Explain Why Not Assessed)	Has an incomplete understanding of the formulary system. Able to describe basic components with guidance from the preceptor. Unable to describe role of key decision making bodies without guidance from preceptor.	Comprehensively describes key components of the formulary system and associated policies, and outlines role in management of medication use. Outlines the role of key decision making bodies in making decisions around use of medications with minimal guidance from preceptor.	Comprehensively describes key components of the formulary system and role in medication management, as well as advantages and limitations of this system and is able to use this knowledge to identify gaps and pose solutions.
1. Knowledge of Role of Formulary System in Medication Management (CPRB 3.2.1, 3.2.2) Ability to describe the various components of the formulary system and how this system contributes to medication management for individual patients or groups of patients, through projects, case studies and discussions with the preceptor. Ability to describe the role of key decision making bodies, such as the Pharmacy and Therapeutics Committee, Health Authority Medical Advisory Committee and BCHA Supply Chain and Drug Review Subcommittees, as examples, in making decisions around medication use, through projects, case studies and discussions with the preceptor.	○	○	○	○

Please provide evidence to support your rating:

	Not Assessed (Explain Why Not Assessed)	Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
		Requires coaching to outline medication procurement and inventory management processes and to describe benefits and potential disadvantages.	Explains the benefits and outlines potential disadvantages of the process for medication procurement, including for unlicensed medications, and outlines a basic overview of how inventory is managed. Able to describe the potential impact of drug shortages and basic steps for finding an alternative medication and/or supplier.	Independently explains the benefits and outlines potential disadvantages of the process for medication procurement. Able to relate the impact of drug shortages to a patient or groups of patients. Able to identify opportunities for further enhancement of existing initiatives or creation of new initiatives focussed on medication procurement or inventory management
2. Knowledge of Process for Medication Procurement (CPRB 3.2.1, 3.2.2)

Ability to describe the process for medication procurement and how inventory is managed within Interior Health and to outline the advantages and disadvantages of this process, through projects, case studies and discussions with the preceptor.

Ability to describe the impact of drug shortages on the availability of medications and to outline the process for finding an alternative medication/supplier, through projects, case studies and discussions with the preceptor.

Ability to explain the role of the Special Access Program in Canada and outline the steps to obtain an unlicensed medication. | ○ | ○ | ○ | ○ |

Please provide evidence to support your rating:

	Not Assessed (Explain Why Not Assessed)	Below Expected Level of Performance	Meets Expected Level of Performance	Exceeds Expected Level of Performance
		If guided using a step-by-step approach, can assess a non-formulary medication request but the assessment lacks detail or refinement.	Utilizes a systematic approach to assess a non-formulary medication request using pre-defined criteria with minimal guidance. Recognizes when additional information is required, including literature search, patient information, place in therapy and takes steps to obtain this information. Makes a recommendation on approval of request with minimal guidance from preceptor.	Independently utilizes a systematic approach to assess a non-formulary medication request using pre-defined criteria. Recognizes when additional information is required, including literature search, patient information, place in therapy and takes steps to obtain this information. Makes a recommendation on approval of request. Puts assessment and recommendation into context and relates decision to potential impacts on medication use for patient or group of patients.
3. Assessing Non-Formulary Medication Requests (CPRB 3.2.2) Ability to utilize a systematic approach to assess non-formulary medication requests to determine if approval can be granted.	○	○	○	○

Please provide evidence to support your rating:

	Not Assessed (Explain Why Not Assessed)	Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
		If guided using a step-by-step approach, can execute project plan, but requires extensive coaching to execute plan, engage stakeholders and develop recommendations/materials. Presentation of project recommendations lacks refinement.	Collaborates with stakeholders on project as required. Executes the project with minimal guidance by outlining situation and providing background context, collecting data and analyzing data, as required, outlining assessment and formulating recommendations. Develops materials and resources as necessary. Clearly presents project recommendations/results to preceptor/team and thoughtfully responds to questions.	Collaborates with stakeholders as required and independently executes project plan, by outlining situation, relevant background, collecting/analyzing data as required, outlining assessment and formulating recommendations. Develops materials and resources as necessary. Able to relate project to other initiatives and anticipates potential consequences. Clearly presents project recommendations/results to preceptor/team and thoughtfully responds to questions.
4. Contributing to a Medication Management Project or Initiative (CPRB 3.2.2, 3.3.3) Ability to collaborate with team members and to engage stakeholders to contribute to a project or quality improvement initiative related to an aspect(s) of medication management.	○	○	○	○

Please provide evidence to support your rating:

	Does Not Consistently Exhibit	Consistently Exhibits
5. Responsibility for Own Learning (CPRB 2.1.5.3, 2.1.5.4, 3.1.1.c, 3.4.1) Self-direction, motivation Modification of behaviour in response to feedback Professional conduct (punctuality, communication about rotation activities and rotation expectations and deadlines, accountable for own actions) Reliability and follow-through on all assigned tasks	○	○

Please provide evidence to support your rating:

	Does Not Consistently Exhibit	Consistently Exhibits
6. Team Work and Communication (CPRB 2.1.5.6, 3.2.2. 3.3.4) Commitment to profession Demonstrates respect for colleagues and project team members Collaborates with team Communicates key messages clearly	○	○

Please provide evidence to support your rating:

Overall Comments and Feedback

Describe the resident's strengths and progress made on this rotation. Describe areas of focus for further development of the resident's knowledge, skills, attitudes and behaviours.

For the evaluator to answer:

Did you have the opportunity to meet with the target of this evaluation to discuss their performance?

○ No
○ Yes

For the evaluee to answer:

Did you have an opportunity to discuss your performance with the person who evaluated you?

○ No
○ Yes

Are you in agreement with this assessment?

○ No
○ Yes

If you have any comments about this evaluation, please enter them here.

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 evaluee to answer...)

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

○ Yes

○ No