

* indicates a mandatory response

Interior Health Pharmacy Residency Program Academic Detailing Rotation ITAR (In-Training Assessment of Resident)

Competency 3.5: Provide Medication- and Practice-Related Education

Standard: "The resident shall effectively respond to medication- and practice-related questions, and shall educate others."

		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 role of the clinical pharmacist in providing drug therapy education to physicians. Attended academic detailing sessions and able to describe basic components of role, with guidance from preceptor.	Comprehensively describes role of clinical pharmacist in providing drug therapy education to physicians by attending and reflecting on academic detailing sessions and through discussions.	Comprehensively describes role of clinical pharmacist in providing drug therapy education to physicians by attending and participating in academic detailing sessions. Demonstrates confidence in providing thoughtful observations of the sessions.
1. Knowledge of Clinical Pharmacist as Provider of Medication Education (CPRB 3.5.1, 3.5.2)				
Ability to describe the role of the clinical pharmacist as a provider of drug therapy education for physicians by attending and participating, when appropriate, in Academic Detailing sessions with health care providers.	○	○	○	○

Please provide evidence to support your rating:

		Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
	Not Assessed (Explain Why Not Assessed)	When guided using a step-by-step approach, can perform a needs assessment. Requires significant guidance to identify benefits of detailing or to describe barriers to and enablers of detailing. Requires significant guidance to describe management of challenging responses to detailing.	Performs a needs assessment, identifies benefits of detailing and describes barriers to and enablers of detailing. Describes management of challenging responses to detailing.	Performs a needs assessment, identifies benefits of detailing and describes barriers to and enablers of detailing. Describes management of challenging responses to detailing. Applies communication principles from this rotation and extrapolates them to other areas of their practice.
2. Communication in Academic Detailing (CPRB 3.5.1)				
Ability to utilize the basic communication principles used in academic detailing sessions, including: performing a needs assessment, identifying benefits of academic detailing, describing barriers to and enablers of detailing and describing management of challenging responses to detailing sessions.	○	○	○	○

Please provide evidence to support your rating:

		Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
	Not Assessed (Explain Why Not Assessed)	If guided using a step-by-step approach, can utilize one or more components of knowledge translation, such as adequately searching for or critically appraising reference sources and/or sufficiently synthesizing drug therapy evidence and/or utilizes detailing communication techniques to produce a one-on-one detail and/or professional presentation with significant guidance from preceptor. Presentation was of insufficient quality.	Utilizes one or more components of knowledge translation, such as adequately searching for or critically appraising reference sources and/or sufficiently synthesizing drug therapy evidence and/or utilizes detailing communication techniques to produce an effective one-on-one detail and/or professional presentation.	Utilizes one or more components of knowledge translation, such as adequately searching for or critically appraising reference sources and/or sufficiently synthesizing drug therapy evidence and/or utilizes detailing communication techniques to produce an effective one-on-one detail and/or professional presentation. The presentation was of sufficiently high quality to serve as an example for others to follow.
3. Knowledge Translation (CPRB 3.4.1, 3.5.1.b,c,d,e)				
Ability to participate in knowledge translation by searching for, critically appraising and synthesizing drug-therapy evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to utilize knowledge translation, problem solving, scientific reasoning and critical thinking skills to produce an effective one-on-one detail and/or a professional presentation for the team of academic detailing pharmacists.				

Please provide evidence to support your rating:

	Does Not Consistently Exhibit	Consistently Exhibits
4. 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	<input type="radio"/>	<input type="radio"/>
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
3. Recognizing Role (CPRB 3.2.2) Collaborates with other team members. Demonstrates understanding of how key messages and educational needs can be adapted to level of knowledge of clinician through observation and discussion. Demonstrates understanding of role of academic detailing pharmacist within interprofessional team through observation and discussion.	<input type="radio"/>	<input type="radio"/>

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 evaluatee 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 evaluatee to answer...)

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

- Yes
- No