

* indicates a mandatory response

Interior Health Pharmacy Residency Program Antimicrobial Stewardship 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 Antimicrobial Stewardship Program. Able to describe basic components with guidance from the preceptor. Has incomplete understanding of role of the team members and unable to describe role of key decision making bodies without guidance from preceptor.	Comprehensively describes key components of the Antimicrobial Stewardship Program, role of team members. Outlines the role of key decision making bodies in making decisions around use of antimicrobials with minimal guidance from preceptor.	Comprehensively describes key components of the Antimicrobial Stewardship program, as well as advantages and limitations of program and is able to use this knowledge to identify gaps and pose solutions.
1. Knowledge of Antimicrobial Stewardship Program (CPRB 3.2.1, 3.2.2)				
Ability to describe the various components of the Antimicrobial Stewardship Program and how this program works to improve antimicrobial use for individual patients or groups of patients, in consultation with physicians, pharmacists and nurses, through projects, case studies and discussions with the preceptor.	○	○	○	○
Ability to describe the role of key decision making bodies, such as the Antimicrobial Subcommittee, Pharmacy and Therapeutics Committee, Health Authority Medical Advisory Committee and the Provincial Antimicrobial Clinical Experts Committee, in making decisions around antimicrobial use, through projects, case studies and discussions with the preceptor.				

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)	Lists initiatives and describes basic role in managing antimicrobial adverse effects. Requires coaching to outline benefits and potential limitations.	Explains the benefits and outlines potential limitations of various Antimicrobial Stewardship Program initiatives in managing antimicrobial adverse effects. Able to outline the role of various team members in these initiatives (eg. pharmacist, nurse, physician in decreasing antimicrobial resistance).	Independently explains the benefits and outline potential limitations of various Antimicrobial Stewardship Program initiatives in managing antimicrobial adverse effects and role of team members. Able to identify opportunities for further enhancement of existing initiatives or creation of new initiatives focussed on antimicrobial use and adverse effects and outline their potential benefits.
2. Knowledge of Antimicrobial Stewardship Program in Managing Antimicrobial Adverse Effects (CPRB 3.2.2)				
Ability to describe the role and outline key initiatives of the Antimicrobial Stewardship Program in managing antimicrobial adverse effects, such as resistance, Clostridium difficile infections and toxicity, through projects, case studies and discussions with the preceptor.	○	○	○	○

Please provide evidence to support your rating:

		Below Expected Level of Performance	Meets Expected Level of Performance	Exceeds Expected Level of Performance
	Not Assessed (Explain Why Not Assessed)	Works with preceptor to identify an Antimicrobial Stewardship-related quality improvement project. When guided using a step-by-step approach, can develop project plan. Requires extensive coaching to identify key stakeholders.	Works with preceptor to identify an Antimicrobial Stewardship-related quality improvement project and with coaching develops a project plan and identifies key stakeholders.	Works with preceptor to identify an Antimicrobial Stewardship-related quality improvement project and independently develops project plan. Able to identify key stakeholders with minimal guidance.
3. Refining an Antimicrobial Stewardship Practice Problem and Developing a Project Plan (CPRB 3.5.2)				
Ability to work collaboratively with key stakeholders to refine practice problem or area of focus, related to project(s)/education materials, and create a plan to execute project or create materials.	○	○	○	○

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 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. Executes the project with minimal guidance by outlining assessment, collecting data and analyzing data as required and formulating recommendations to improve quality or develops education materials. Clearly presents project recommendations/results to preceptor/team and thoughtfully responds to questions.	Collaborates with stakeholders and independently executes project plan, by outlining assessment, collecting/analyzing data as required and formulating recommendations or develops education materials. Able to relate project to other initiatives and anticipate potential consequences. Clearly presents project recommendations/results to preceptor/team and thoughtfully responds to questions.
4. Contributing to an Antimicrobial Stewardship Quality Improvement Initiative (CPRB 3.2.2)				
Ability to collaborate with team members and to engage stakeholders to contribute to a quality improvement initiative(s), such as a project or development of education materials related to an aspect(s) of Antimicrobial Stewardship.	○	○	○	○

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	<input type="radio"/>	<input type="radio"/>
Demonstrates respect for colleagues and project team members	<input type="radio"/>	<input type="radio"/>
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 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