

* indicates a mandatory response

Interior Health Pharmacy Residency Program Drug Distribution Rotation ITAR (In-Training Assessment of Resident)

Competency-Based Assessment

Competency 3.2: Manage and Improve Medication Use Systems

Standard: "The resident shall demonstrate a working knowledge of medication use system(s), as well as pharmacy and other care provider roles 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 Assessment (Explain Why Not Assessed) | Has an incomplete understanding of the medication use system. Able to describe basic components of this system with guidance from preceptor. Has incomplete understanding of role of team members and is unable to outline advantages and limitations of key components of this system without guidance from preceptor. | Comprehensively describes key components of the medication use system, role of team members. Outlines and compares advantages and limitations of key components of medication use system as they relate to patient, department and organization with minimal guidance from preceptor. | Comprehensively describes key components of medication use system, as well as their advantages and limitations and is able to use this knowledge to identify gaps and pose solutions. |
| 1. Knowledge of Medication Use System (CPRB 3.2.1, 3.2.2) | | | | |
| Ability to describe the various components of the medication use system, as well as the role of the pharmacist, pharmacy technician/assistant and other care providers within the system. | ○ | ○ | ○ | ○ |
| Ability to compare the advantages and limitations of key components the medication use system. (unit dose, traditional system, computerized prescriber order entry, computerized medication administration records, clinical decision support tools, barcode administration, pharmacy-based intravenous admixture service) | | | | |

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 common policies and procedures associated with safe medication practices. Requires supervision to assess and verify medications orders using safe medication principles and practices. | Explains the benefit of common safe medication policies and procedures within the medication use process. Incorporates basic safe medication principles and practices when assessing and verifying orders with minimal guidance from preceptor. | Independently able to explain safe medication policies and procedures and identifies some areas of improvement in medication safety practices. Proactively and independently identifies and anticipates medication safety issues for patients when assessing and verifying orders. |
| 2. Knowledge and Use of Safe Medication Practices (CPRB 3.2.6) | | | | |
| Ability to explain key safe medication practices within the medication use process. (management of high alert medications, rationale for use of safe abbreviations, the role of technology in preventing errors, role of incident reporting, review process for near misses) | ○ | ○ | ○ | ○ |
| Ability to utilize safe medication practices in the preparation and dispensing of medications. | | | | |

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) | Able to describe the basic policies related to medication use with coaching from preceptor. Requires coaching to apply these policies to the storage, preparation, dispensing and disposal of medications. | Applies, with minimal coaching, policies and procedures and legal and professional standards to the storage, preparation, dispensing and disposal of medications through discussions with preceptor and team members and when assessing and verifying orders. Outlines the basic principles of aseptic technique in the preparation of intravenous medications with minimal guidance from preceptor. | Independently applies policies and procedures and legal and professional standards to the storage, preparation, dispensing and disposal of medications through discussions with preceptor and team members and when assessing and verifying orders. Demonstrates basic principles of aseptic technique. |
| 3. Knowledge of Policies and Procedures to Prepare and Dispense Medications (CPRB 3.2.3, 3.2.6) | | | | |
| Ability to explain organizational policies and procedures and the legal and professional standards for the storage, preparation, dispensing and disposal of medications, including narcotics, intravenous medications, chemotherapy and parenteral nutrition. | ○ | ○ | ○ | ○ |
| Ability to explain the basic principles of aseptic technique to prepare sterile products, including intravenous medications, chemotherapy medications and parenteral nutrition. | | | | |

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) | Requires significant preceptor guidance to assess medication orders for appropriateness. If guided to use a step-wise approach, can identify some drug therapy problems. | Utilizes relevant data and is developing a systematic approach to assess medication orders for appropriateness. Requires some coaching to liaise with other team members regarding medication orders and to utilize relevant information to identify drug therapy problems related to common medication orders. | Independently and accurately assesses medication orders for appropriateness using a systematic approach and able to utilize relevant patient information as part of this assessment. Independently identifies drug therapy problems for common medication orders. |
| 4. Assessing Medication Orders and Identifying Drug Therapy Problems (CPRB 3.2.2, 3.2.4) | | | | |
| Ability to assess medication orders for appropriateness and identify drug therapy problems as evidenced by: (a) assessing medication orders for appropriateness using the medication profile, allergy history and patient information available; (b) liaising with other team members, including nurses, clinical pharmacists and prescribers to collect necessary assessment information, as appropriate; (c) identifying drug therapy problems related to medication orders. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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 clarify basic orders with the prescriber and other team members. Requires significant preceptor guidance to make recommendations to solve drug therapy problems related to medication orders and document clarifications/resolutions. | Clarifies medication orders with prescribers and other team members with some guidance from the preceptor. Makes recommendations to solve drug therapy problems related to medication orders to the prescriber with some guidance from the preceptor. Documents clarifications/resolutions and verifies common orders in the patient information system according to organizational policies with some guidance from the preceptor. | Independently clarifies orders with prescribers and other team members and proactively makes recommendations to solve drug therapy problems related to medication orders. Able to independently document clarifications/resolutions. Verifies common medication orders independently. |
| 5. Clarifying Medication Orders and Resolving Drug Therapy Problems (CPRB 3.2.2, 3.2.4, 3.2.5) | | | | |
| Ability to clarify medication orders and resolve drug therapy problems through discussion with prescribers and other team members. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to document such clarifications/resolutions appropriately and verify medication orders in the patient information system. | | | | |

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) | Requires intensive coaching to identify typical references to use, as well as to respond to most questions. | Responds to questions, but requires time. Has an awareness of typical references to use and able to navigate references and utilize information to formulate a response with time. May require coaching from preceptor to refine response. | Responds to questions and demonstrates a strategy for selecting and navigating references. Able to formulate a response independently. |
| 6. Medication and Medication Use System-Related Questions (CPRB 3.2.2) | | | | |
| Ability to respond to medication- and medication-use-system-related questions posed by other team members in a timely manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to select and navigate resources to formulate a response and to solve problems. | | | | |

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) | Works with preceptor to identify medication use improvement project. Requires extensive coaching to develop project plan, identify and engage key stakeholders and outline assessment and recommendations. Presentation of project recommendations lacks refinement. | Works with preceptor to identify medication use improvement project, develops a project plan, identifies, with coaching, key stakeholders. Collaborates with stakeholders on project. Outlines assessment and provides recommendations to improve quality related to component of medication use. Clearly presents project recommendations to preceptor/team members and thoughtfully responds to questions. | Works with preceptor to identify medication use improvement project and independently develops and executes project plan. Able to identify and engage key stakeholders with minimal guidance. Clearly presents project recommendations and defends plans to preceptor/team members. |
| 7. Contributing to Quality Improvement Initiative (CPRB 3.2.2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to collaborate with team members and to engage other stakeholders to contribute to a quality improvement initiative aimed at improving medication use for patients. | | | | |

Please provide evidence to support your rating:

| | Does Not Consistently Exhibit | Consistently Exhibits |
|--|-------------------------------|-----------------------|
| 8. 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 patient care 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:

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.

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