



HIV ADVANCED (YEAR 2) PHARMACY RESIDENCY

PRACTICE BASED TEACHING ACTIVITY ASSESSMENT FORM

Resident:	Date:
Teaching Activity Description:	Audience/Learner(s) incl. discipline:
Assessment by: <input type="checkbox"/> Resident <input type="checkbox"/> Evaluator	

1= Unsatisfactory, 2 = Needs Improvement, 3 =Satisfactory, 4 = Good, 5 = Excellent

Direct Instruction	NA	1	2	3	4	5
Creates an effective training/teaching plan						
Incorporates/outlines relevant learning goals and objectives for learner						
Selects the appropriate instructional format						
Structures the training/teaching session in a logical manner						
Sets the content at an appropriate level for learner						
Provides appropriate training/teaching within the required timeframe						
Additional Comments:						
Modelling						
Primes learner on aspects of task(s) to observe and provide comments						
Performs the task while “thinking out loud” to inform and educate the learner						
Solicits feedback from learner and probes for learner’s comprehension of the observed task/activity						
Summarizes task/activity and effectively answers questions						
Additional Comments:						
Coaching						
Ensures that patient safety is maintained while learner is involved in patient care						
Effectively explores the learning needs and goals of the learner						
Supports learner in setting appropriate goals and methods of assessing progress in relation to these goals						



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Selects appropriate patient(s) for learner to perform designated task/activity						
Provides effective and constructive feedback on learner's performance						
Uses effective questioning skills to facilitate learner's thought process to identify gaps in learner's knowledge and skills						
Maintains an open, supportive view of learner at all times						
Evaluates learner's learning outcomes using objective measures to ensure the learner is achieving his/her desired learning goals and objectives						
Additional Comments:						
Facilitation						
Promotes learner's self-reflection/self-assessment						
Promotes learner's critical thinking and problem-solving						
Uses effective communication skills (active listening, attentiveness to verbal and non-verbal cues) to facilitate learner discussions						
Promotes effective group discussion and collaboration						
Ensures active, balanced participation from all group members						
Ensures group discussions stay on task and on time						
Additional Comments:						
Things that went well in the teaching activity/session:						
Suggestions for areas to focus for next time:						
If this is a resident's self-assessment, how did this teaching activity meet your overall teaching goals and objectives?						



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Overall Assessment				
1 Unsatisfactory	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
<ul style="list-style-type: none"> ▪ Resident is unable to perform key components involved in the teaching role. Skills need significant improvement. 	<ul style="list-style-type: none"> • Resident is able to perform some components involved in the teaching role. Skills need improvement. 	<ul style="list-style-type: none"> ▪ Resident displays an acceptable level of skill in the key components involved with the teaching role. 	<ul style="list-style-type: none"> ▪ Resident displays high level of skill in the key components involved with the teaching role but requires some assistance. 	<ul style="list-style-type: none"> ▪ Resident displays exceptional level of skill in the key components involved with the teaching role and requires no assistance.

Resident Signature:	Evaluator Signature:
Date:	Date: