

HIV ADVANCED (YEAR 2) PHARMACY RESIDENCY

RESIDENT PRACTICE BASED TEACHING ACTIVITY ASSESSMENT FORM

Please use this form if the Resident performed practice-based teaching activities during a rotation, such as:

- teaching/lectures at the faculty or in-service presentations to members of the allied health team, interdisciplinary learners, or pharmacy students at the university (direct instruction)
- serving as a co-preceptor for a junior learner such as a pharmacy student or resident (direct instruction, modelling, coaching, and/or facilitation)
- facilitation of small-group workshops or discussions (facilitation)

Submit one form at the end of each rotation as applicable.

(NB: use the Presentation Feedback Form for the mandatory presentation for each rotation).

Resident:	Date:
Teaching Activity Description:	Audience/Learner(s) incl. discipline:
Assessment by: ☐ Resident ☐ Evaluator Evaluator Name:	

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 (as per Teaching Plan Template form)						
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						
Comments to support assessment:						
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						

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Summarizes task/activity and effectively answers questions						
Comments to support assessment:						
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						
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						
Comments to support assessment:						
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						
Comments to support assessment:						

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Overall Assessment				
1 Unsatisfactory	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
Resident is unable to perform key components involved in the teaching role. Skills need significant improvement.	Resident is able to perform some components involved in the teaching role. Skills need improvement.	Resident displays an acceptable level of skill in the key components involved with the teaching role.	Resident displays high level of skill in the key components involved with the teaching role but requires some assistance.	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:	