

Learning Objectives

- By the end of this session, pharmacy preceptors will be able to:
 - 1. Discuss the difference between feedback and evaluation
 - 2. Understand the importance of providing feedback to students
- 3. Effectively provide verbal feedback to students
- 4. Utilize communication tips when providing verbal feedback to students

What is Feedback?

- Exchange of information about the performance of a given activity between the preceptor and the student, which includes ways to maintain or improve the performance
- · Feedback is often confused with the final evaluation
 - · Describes what the student learned or did not learn
- Does not allow for improvement

Feedback

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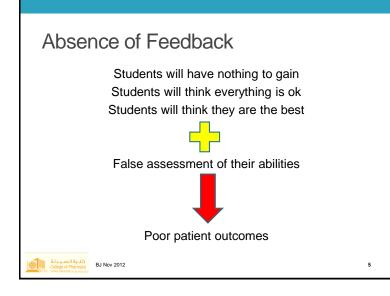
- Positive feedback encourages students and motivates for additional achievement
- Negative feedback may encourage students to perform better or may feel they are being punished and give up
- No feedback more harmful than negative feedback
 - · Bad performance repetition of bad behavior
- · Good performance loss of motivation to continue

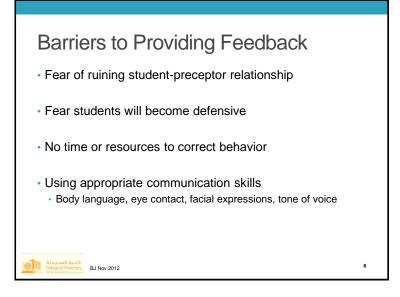
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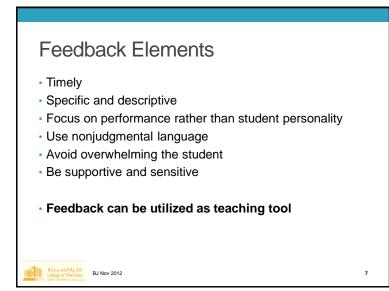
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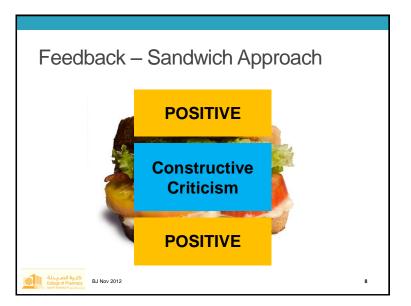
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Feedback – Assessment Approach

- 1. Observe the student's performance
- 2. Ask the student to state areas which she performed well
- 3. Preceptor highlights areas in which the student performed well by providing <u>specific examples</u>
- 4. Ask the student to identify ways in which she could have performed better
- 5. Preceptor emphasizes the areas that need improvement by giving <u>specific examples</u>
- 6. Preceptor provides the student with an <u>action plan</u> on how to improve the behavior
- 7. Preceptor to follow up with student on her behavior

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Communicating Feedback Tips Avoid extreme words: never, worst, always Overstating/exaggerating the situation BAD: "Why are you always running late?" GOOD: "I noticed that you have been late the past 2 mornings. Is there something that we need to discuss?" Use statements that start with "I" Give feedback from your perspective BAD: "You should have been listening to the doctor's patient presentation." GOOD: "I feel that you tend to miss the major points mentioned about this patient. It would be useful to listen carefully and take notes during the patient presentation."

Communicating Feedback Tips

- Avoid the word "you" followed by a negative statement
- Accusatory
- **BAD:** "You did not meet the deadline for your case presentation."
- **GOOD:** "We agreed the deadline for your presentation was Thursday, can you tell what problems you encountered which may have caused you to miss the deadline?"
- Avoid the word "why" (accusatory)
- **BAD:** "Why did you dispense furosemide to a patient with a sulfa allergy?"
- **GOOD:** "Can you explain to me your rationale for providing furosemide to a patient with a sulfa allergy?"

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Communicating Feedback Tips

- Avoid "it was ok", "it was good", "it was bad" phrases
 Be specific and descriptive
 - BAD: "Your journal club presentation was good."
 - **GOOD:** "I liked how you presented the article and pointed out the faults of the study."
 - · BAD: "Your journal club presentation was bad."
 - **GOOD:** "I felt you did a good job giving an overview of the study. It would have also been helpful to have discussed the application of the study to our current practice. For future journal clubs, remember to apply the findings of the study to current practice."

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11

Feedback - Written

- Brief but specific
- Provide strengthens and weaknesses
- Avoid writing meeting/exceeding expectations
- Avoid writing "good" "well done" "needs improvement"
- Provide a reason why the student needs improvement

13

Benefits the student

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Midpoint Assessment: A (circle one) N	bove Expe eeds Impro			Expectation Improvement	
Learning Objective		Comments	Learning Objective		Comments
3.1 Identify and act upon learning opportunities proactively and	Midpoint	process.	3.2 Access additional medical references to solve medication-related	Midpoint	Birg the medical references
independent from instructor prompting	Final id		problems without instructor prempting	Final	fecessellin reference sources and figed in dispensing practices
3.3 Demonstrate a commitment to	Midpoint	Attended Dector's CME, plu CPPD, been Allomaist CPPD an preservation Altending Cary	 3.4 Maintain awareness of emerging issues, 	Midpoint	Noted some batch of deformining for meteorism & its recalling process
independent and lifelong learning	Final	As mid evaluation Very line reflective ; up deted al	products, services that	Final	> Statin Cognitive imprivation
3.5 Practice self- assessment by recognizing one's	Midpoint	Charleev , third to lear from the liouitations .		Midpoint	O Triad to ministerin confidentia while doing and presentation & do
limitation and implementing a self- learning plan		limitations identified from so well as hereful, fries planent in sime management	specific or patient	Final	with put all's, phone calls to ply Acleived
3.7 Demonstrate respect for patients and other	Midpoint	Respectful, Showing professionalism.	3.8 Utilize time efficiently	Midpoint	Discussed princhulity, time management
healthcare personnel	Final	Exilemely respect you assents and plasmary s	onals and is punctual	Final	Acheived .
3.9 Behave in an ethical manner for the	Midpoint -	in terms of honesty, value	27 3.10 Act and communicate	Midpoint	Communicators well and confidence in dealing with
interest of the patient and the profession	Final	Understand and demen	in a self-assured, the peak confident manner of of	Final	High self esteen which all

Professional Competency	#1: Patien	t Care	AND STREET, ST		inc. A		
Midpoint Assessment: Al		ctations	Meets Expectations	Final Assessment: Above I (circle one) Needs	Expectation	Meets Expectations	
Learning Objective	ieus impre	Comme		Learning Objective		Comments	
1.1 Describe type of information contained in the health record.	Midpoint						
medication administration record, and medication profile	Final						
Professional Competency	#2: Profes	sional Co	laboration and Teamwork		15.255		1.000
Midpoint Assessment: Above Expectations Meets Expectations (circle one) Needs Improvement N/A			Final Assessment: (Above (circle one) Needs	Expectation Improvement	Meets Expectations		
Learning Objective	cus impre	Comme		Learning Objective	all all a	Comments	BRAD
2.1 Interact and communicate with	Midpoint			2.2 Understand, participate, and promote patient	Midpoint		
health dtire professionals	Final			safety initiatives	Final		
2.3 Explain what collaborative care is with respect to	Midpoint						5
pharmacists and other healthcare providers	Final						
Professional Competency	#3: Ethica	I, Legal a	nd Professional Responsibil	litios			_
Midpoint Assessment: (A	bove Expe	ctations	Meets Expectations N/A	Final Assessment: Above (circle one) Needs	Expectatio Improvem	ns Meets Expectations Int N/A	

4	circle one)	Above Exp Needs Imp	Ethical, Legal and Professional R ectations Meets Expectations N/A	Final Assessment: Above	e Expectati	ons (Meets Expectations
-	earning Objective		Comments	Learning Objective	s Improven	nent N/A
13	 Describe the appropriate procedure for contacting the 	Midpoint	IVIA	3.2 Identify and act upon learning opportunities	Midpoint	Comments
	prescriber with questions concerning prescriptions	Final	N/A	proactively and independent from instructor prompting	Final	above expectation
3	3 Access additional medical references to solve medication-	Midpoint	N/A	3.4 Demonstrate a	Midpoint	
	related problems without instructor prompting	Final	N/A	commitment to independent and infelong learning	Final	above expectation
3.	5 Maintain awareness of emerging issues,	Midpoint	She is checking the expiry do of every drug we dispensed.	3.6 Practice self- assessment by	Midpoint	
	products, services that may impact patient care	Final	above expectation	limitation and implementing a self-	Final	above expectation
3.7	Maintain confidentiality when engaging in site	Midpoint	N/A	3.8 Demonstrate respect		She had politeness of greeting with the patient Tabone expectation
	specific or patient specific information	Final	,	for patients and other healthcare personnel	Midpoint	greeting with the patient
3.9	Utilize time efficiently	Midpoint	Everyday she's coming on time & going on time. abone expectation	3.10 Behave in an ethical	Final	robone expectation
	and is punctual	Final	abone expectation	manner for the interest of the patient and the	Final	above expectation

And Assessment: A			Final Assessment: Above	Expectation		pectations
earning Objective		Comments	Learning Objective		Comments	
1 Describe the appropriate procedure for contacting the	Midpoint	above Expectations	3.2 Identify and act upon learning opportunities	Midpoint	ghove	Expectations
prescriber with questions concerning prescriptions	Final	above Expectations	proactively and independent from instructor prompting	Final	above	Expedition
3 Access additional medical references to solve medication-	Midpoint	Meet Expectations	3.4 Demonstrate a commitment to	Midpoint	above	Expectations
related problems without instructor prompting	Final	above Expectation	independent and lifelong learning	Final	above.	Expectedion
5 Maintain awareness of emerging issues, products: services that	Midpoint	above Expectations	3.6 Practice self- assessment by recognizing one's	Midpoint	Heet	Expediations
may impact patient care	Final	above Expedition	limitation and implementing a self- learning plan	Final	Flowe	Expedictions
.7 Maintain confidentiality when engaging in site specific or patient	Midpoint	Meet Expectations	3.8 Demonstrate respect for patients and other	Midpoint	Meet	Expectation
specific information	Final	above Expeditions	healthcare personnel	Final	gloore	Expectation
9 Utilize time efficiently	Midpoint	above Expectations	3.10 Behave in an ethical manner for the interest	Midpoint	above	Expectations
and is punctual	Final	above Expectitions	of the patient and the profession	Final	above	Expectation

Learning Objective		Comments	Learning Objective		Comments
3.1 Describe the role of the pharmacist in	Midpoint		3.2 Identify clinical services pharmacists perform in	Midpoint	Keen interest in clinical services with a preference for cardiology.
hospital committees	Final		the hospital	Final	
3.3 Describe the appropriate procedure for contacting the	Midpoint		3.4 Identify and act upon learning opportunities	Midpoint	
prescriber with questions concerning prescriptions	Final		proactively and independent from instructor prompting	Final	<u>ن</u>
3.5 Access additional medical references to solve medication- related problems	Midpoint	Good search and appraisal skills, needed some guidance in OPD	3.6 Demonstrate a commitment to	Midpoint	
without instructor prompting					
3.7 Maintain awareness of emerging issues, products, services that	Midpoint		3.8 Practice self- assessment by recognizing one's	Midpoint	Eman tries to improve and reacts positive when receiving constructive comments
may impact patient care	Final		limitation and implementing a self- learning plan	Final	
3.9 Maintain confidentiality when engaging in site	Midpoint		3.10 Demonstrate respect for patients and other	Midpoint	
specific or patient specific information	Final	Keep confidentiality of all information	healthcare personnel	Final	Respect to patients and all health care providers.
3.11 Utilize time efficiently and is punctual	Midpoint	Eman ensures she keeps up with the assignments	3.12 Behave in an ethical manner for the interest of the patient and the profession	Midpoint	

7.7 Understand licensing and regulatory procedures for operation of the pharmacy	Midpoint			
	Final			
Overall Assessment	The system		AND A CONTRACT	A State State State
Midpoint Assessment: Above Expectations (Meets Expectations) (circle one) Needs Improvement N/A			Final Assessment: Above Expectati (circle one) Needs Improven	ons> Meets Expectations
Strengths		Weaknesses	Strengths	Weaknesses
Punctiol			Punctiol	
Anbitious			Anbitious	
Hard Wor	Ker		Hard Worker	
lidpoint Evaluation Addi	tional Comments:		Final Evaluation Additional Comment	ls:

Learning Objective		Comments	Learning Objective		Comments		
7.3 Be familiar with medication ordering,	Midpoint	Discussed 74 understood well.	7.4 Be familiar with the community accreditation standards for medication	Midpoint	nt Discussed & Understood well.		
receipts, returns, and related inventory control	Final	She's already familiar w/this	security, storage, and quality assurance	Final	She's already Formiliar withins		
7.5 Understand licensing and regulatory	Midpoint	Discussed \$ understood well.		Midpoint	NA-No putient who are covered with insurance came during her working hours but had discussed some policies when		
procedures for operation of the pharmacy	Final	She kwais already	party billing procedures	Final	She had observed the third party killing interdures but had no chance to du by herself.		
Overall Assessment			6		1 1		
Midpoint Assessment: /	bove Expe leeds impr	ctations (Meets Expectations)	Final Assessment: Above (circle one) Needs	Expectation Improvem	ns) Meets Expectations @ ent N/A		
(circle one) Strengths	iccus impri	Weaknesses	Strengths		Weaknesses		
resulting to have enough 19. pacing situations. She p mage of the propersion She	Conspidence seesurs gene discily under dite her, unric uiter unric uiter	Find Some difficulty in reading the RX analyzing them, maybe because 2 weeks of simpoture in the pick of are smaller, the heads to enhance har healthingse to specific as common distance encountered is the paramacy of the to be add to state	her cull knowledge 3 de esgi for the drug presentation what excellent. She had a reportetions 3 uses her the next interfaces that the	is-up the heavy so on ye thi nangh oilleter	te is ourlinded with her assignments d ascelenters districtle her pocus on <u>ne ingertout nathers te de known i</u> actual pactice of the propession.		
Midealet Evolution Add	itional Com	Rigičian. ments:	Final Evaluation Additional	t explane Comment	S'		
Two weeks time of the law	stion is as	t supplement to evaluate the smooth relives because a our limitations for	As being expected for all of the learning do Propersional Reportshilt	SPEP 1,0 lectives ties. Her	a is above the expectations in collect best-chille in her Ethical, legal and elathusides and ability a team thias to step for higher learnings in		

Interactive Exercise

- You will be provided with 3 student scenarios. You will be asked to work together in groups (10-15) to answer the questions related to the scenario.
- One member of the group will be asked to provide verbal feedback to the students.
- You will have 30 minutes to review each case.

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21