

## Appendix A: Paper Assessment Form

**INDIVIDUAL ABILITY RATING SCALE (applies to non-shaded grids)**

1 Not Acceptable	2 Needs Development	3 Competent Performance	4 Excellent Performance
Generally incomplete or incorrect. Requires frequent & extensive assistance or intervention; facilitator and/or peers must complete sections.	Only partially complete or correct. Requires consistent assistance or intervention ; facilitator and/or peers must often assist in answering questions.	Generally complete and correct. Requires infrequent assistance or intervention; student is consistently able to answer questions without assistance.	Exemplary. Requires rare assistance or intervention; student is able to answer questions without assistance. Could be used as a model for best practice/performance.

**INDIVIDUAL COMMUNICATION ABILITY RATING SCALE (applies to shaded grids)**

1 Unsatisfactory	2 Needs Improvement	3 Competent Performance
Student does not address the criterion and/or is unable to satisfy the criterion; student may satisfy the criterion, but only rarely.	Student addresses and occasionally satisfies the criterion; performance is still inconsistent enough to warrant improvement.	Student consistently addresses and satisfies the criterion; performance could be used to model competence for peers or underclass students.

### Assess patient-specific medical problems

ABILITY-SPECIFIC CRITERIA	1	2	3	4
Develops a differential list for the primary problems				
Identifies a complete problem list, starting with the primary problem				
Determines etiologies (e.g., non-compliance, drug-induced, etiologic organisms, etc.) and risk factors for development of the patient's problems				
Assesses status of the problems (e.g., <u>Stage II</u> HTN, <u>uncontrolled</u> type 2 DM, <u>acute</u> renal failure, etc.)				
Justifies assessment based on analysis of data (by defining assumptions, describing patterns, justifying inferences made)				
Appropriately Interprets data: filters relevant from irrelevant; identifies as normal/abnormal				
Upon questioning, describes the pathophysiology of the primary problem and the relationship between the mechanism of disease and the clinical manifestations present in the patient				
<b>Overall student performance</b>				

COMMUNICATION CRITERIA	1 Unsatisfactory	2 Needs Improvement	3 Competent Performance
Uses specific and clear terminology			
Presents in an organized and logical sequence			
Is appropriately concise			
Maintains eye contact and uses notes appropriately			
Displays confidence			
Persuasively supports assessment and answers			

questions well			
Exhibits professional demeanor			
<b>Overall student performance</b>			

### Evaluate current therapy

<b>ABILITY-SPECIFIC CRITERIA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Evaluates appropriateness of drug regimens (i.e., drug dose, route, frequency and duration) currently prescribed				
Evaluates potential contraindications to drug(s) prescribed (e.g., nonselective B-blockers are appropriate for patients with hypertension but not if they have concurrent bronchospastic disease)				
Critically evaluates efficacy of current drug regimen for patient-specific medical problems				
Identifies adverse drug effects present in this patient				
Critically analyzes drug regimen for significant drug interactions				
Identifies factors likely influencing patient adherence to treatment				
Supports evaluation with drug- and patient-specific data				
Uses literature to support evaluation when appropriate				
<b>Overall student performance</b>				

<b>COMMUNICATION CRITERIA</b>	<b>1 Unsatisfactory</b>	<b>2 Needs Improvement</b>	<b>3 Competent Performance</b>
Uses specific and clear terminology			
Presents in an organized and logical sequence			
Is appropriately concise			
Maintains eye contact and uses notes appropriately			
Displays confidence			
Persuasively supports the evaluation of therapy and answers questions well			
Exhibits professional demeanor			
<b>Overall student performance</b>			

**Select and recommend therapy**

<b>ABILITY-SPECIFIC CRITERIA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Incorporates Assessment and Evaluation when justifying therapy decisions				
Includes plan for existing therapy (modifies drug regimen by deleting or adjusting medications. e.g., modify dose based on renal function; change antibiotic based on culture & sensitivity results)				
Includes non-pharmacologic therapy (e.g., bed rest, low sodium diet, exercise)				
Identifies correct drug regimens (i.e., drug, dose, route, frequency and duration)				
Justifies correct drug regimens based on drug- and patient-specific data				
Upon questioning, is able to explain why other agents were not chosen				
Uses literature to support drug therapy decisions when appropriate				
<b>Overall student performance</b>				

<b>COMMUNICATION CRITERIA</b>	<b>1 Unsatisfactory</b>	<b>2 Needs Improvement</b>	<b>3 Competent Performance</b>
Uses specific and clear terminology			
Presents in an organized and logical sequence			
Is appropriately concise			
Maintains eye contact and uses notes appropriately			
Displays confidence			
Persuasively supports recommendations and answers questions well			
Exhibits professional demeanor			
<b>Overall student performance</b>			

**Monitor patient's medical problems and therapies**

<b>ABILITY-SPECIFIC CRITERIA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Defines and justifies goals of therapy				
Identifies symptoms to monitor and justifies monitoring based on evaluation of efficacy and/or detection of adverse effects				
Identifies physical findings to monitor and justifies these based on evaluation of efficacy and/or detection of adverse effects				
Identifies laboratory data and other tests to monitor; justifies these based on evaluation of efficacy and/or detection of adverse effects				
Identifies additional data needed to fully assess the problems or evaluate therapy				
Suggests reasonable intervals and frequencies for monitoring and justifies these based on acuity				

of illness and expected rate of change in parameter				
Incorporates the identification of patient-specific risk factors that affect monitoring for the development of adverse effects				
<b>Overall student performance</b>				

COMMUNICATION CRITERIA	1 Unsatisfactory	2 Needs Improvement	3 Competent Performance
Uses specific and clear terminology			
Presents in an organized and logical sequence			
Is appropriately concise			
Maintains eye contact and uses notes appropriately			
Displays confidence			
Persuasively supports monitoring plan and answers questions well			
Exhibits professional demeanor			
<b>Overall student performance</b>			

### Educate Patient (Role-Playing)

ABILITY-SPECIFIC CRITERIA	1	2	3	4
Appropriately meets/greets patient (i.e., introduces self, establishes rapport, explains the purpose of the pharmacist-patient interaction)				
Counsels patient on indication, dosage and administration (“What did the doctor tell you this medication is for? How did he/she tell you to take it?”; asks the patient to demonstrate, whenever appropriate)				
Explains expected response to therapy (“What results did the doctor tell you to expect from this medicine?”)				
Highlights any precautions and side effects important for the patient to be aware of				
Stresses compliance and provides techniques to improve compliance (e.g., use of calendar, pill box, color-coded bottles)				
Verifies understanding (“Just to make sure I didn’t leave anything out, would you please tell me how you are going to take the medication?”)				
Answers questions well				
Provides appropriate closure (“Is there anything else I can help you with today?”)				
<b>Overall student performance</b>				

COMMUNICATION CRITERIA	1 Unsatisfactory	2 Needs Improvement	3 Competent Performance
Uses lay terms (e.g., “high blood pressure” rather than “hypertension”)			

Presents in an organized and logical sequence			
Is appropriately concise			
Maintains eye contact and uses notes appropriately			
Displays confidence			
Displays a caring attitude toward patient			
Allows patient to answer before moving to the next question			
Exhibits professional demeanor			
<b>Overall student performance</b>			

**Educate Health Professionals (Role-Playing)**

<b>ABILITY-SPECIFIC CRITERIA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Appropriately meets/greets provider (i.e., introduces self, establishes rapport, explains purpose of the pharmacist-provider interaction)				
Provides accurate and pertinent information				
Provides adequate explanation and justification, including application of primary literature when needed or requested.				
Provides written material to support verbal information				
Suggests appropriate monitoring				
Provides appropriate closure				
Demonstrates insight into other health professional's role				
<b>Overall student performance</b>				

<b>COMMUNICATION CRITERIA</b>	<b>1 Unsatisfactory</b>	<b>2 Needs Improvement</b>	<b>3 Competent Performance</b>
Uses specific and clear terminology			
Presents in an organized and logical sequence			
Is appropriately concise and utilizes time efficiently			
Maintains eye contact and uses notes appropriately			
Displays confidence			
Displays tact in his/her approach			
Explains or disagrees articulately and persuasively			
Exhibits professional and credible demeanor			
<b>Overall student performance</b>			

**GROUP PRESENTATION PERFORMANCE CRITERIA**

<b>0 Not Acceptable</b>	<b>1 Needs Development</b>	<b>2 Competent Performance</b>	<b>3 Excellent Performance</b>
Group case presentation requires extensive corrections; group members do not help each other; group members should review topic and stress group interaction.	Group case presentation requires many corrections; group members help each other to complete case presentation; group members should review the topic presented.	Group case presentation requires infrequent corrections; group members help each other to complete case presentation.	Group case presentation is organized and complete; rare or no corrections are necessary.

**CUMULATIVE SCORE**

<b>Ability Outcome</b>	<b>Content Score</b>	<b>Communication</b>	<b>Group Presentation</b>	<b>Total Score</b>

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A. Assess medical problems				
B. Evaluate current therapy				
C. Select/Recommend therapy				
D. Monitor medical problems & therapies				
E. Educate patient				
F. Educate Health Professional				