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## Student Assessment and Feedback: How Do We Make it Matter?

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## Disclosures

- None of the speakers have any actual or potential disclosures related to this topic.

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## Learning Objectives

- Utilize the "ideal" assessment tool to capture the student's performance
- Identify and share timely and objective feedback with the student based on performance
- Document formative feedback in a manner that will support the summative feedback at the end of the experience
- Describe a strategy for utilizing data from assessments

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## The Ideal Assessment Tool

- If we had the ideal tool.....
  - What would it look like?
  - What would we assess?
- Current tools assess:
  - Knowledge
  - Soft skills
  - Interprofessional teamwork skills
  - Professionalism !!
- What about pharmacist skills?



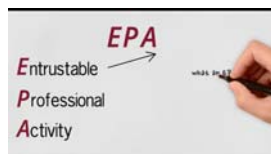
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## EPAs

- What skills do we want new graduates to have?
- What activities should they be able to perform autonomously?



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## What are EPAs?

- Pharmacist's key responsibilities; day-to-day work activities
- For new pharmacy graduates, they are discrete, essential activities and tasks that all graduates must be able to perform without direct supervision upon entering practice or postgraduate training
- EPAs are independently:
  - Executable
  - Observable
  - Measureable

Haines ST, Gleason BL, Kantorovich A, et al. *American Journal of Pharmaceutical Education* 2016; 80(9):Article 520.



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## EPAs - A Practical Example

- Driving a car
- An entrustable act ("societal EPA")
- Requires competencies
  - Knowledge
  - Skills
  - Attitudes
- Ultimate test = "driving"



Bridging the gap between theory and practice in Medical Education: Entrustable Professional Activities.  
<https://meds.queensu.ca/ugme-blog/archives/2219>

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## Advantages of EPAs

- "Go beyond what our students should know and be, and articulate in specific terms the things we expect our graduates to be able to do"
- Provide a framework for us to define the minimum baseline activities for new graduates
- Provide a framework for definitions of "practice-ready" and "team-ready"



Bridging the gap between theory and practice in Medical Education: Entrustable Professional Activities.  
<https://meds.queensu.ca/ugme-blog/archives/2219>

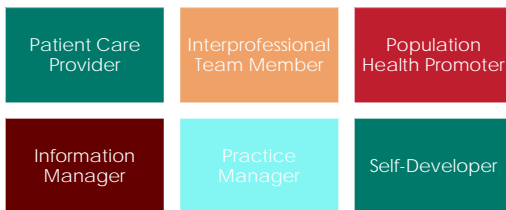
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## Core EPAs for Pharmacy

6 Domains



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## Core EPAs for New Pharmacy Graduates

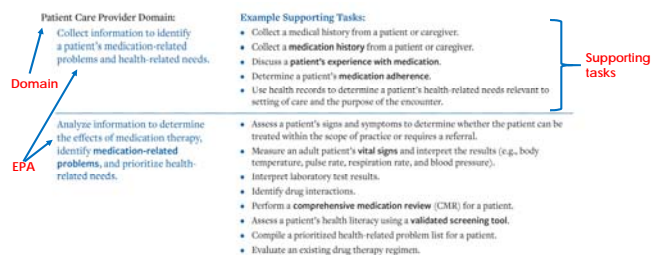
- Each domain contains one or more EPAs (n = 15)
- Example – **Information Master Domain**
  - EPA = Educate patients and professional colleagues regarding the appropriate use of medications.
  - EPA = Use evidence-based information to advance patient care.
- Each EPA contains example supporting tasks (n = > 60)
  - Retrieve and analyze scientific literature to make a patient-specific recommendation
  - Retrieve and analyze.... to answer a drug information question

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## Example (see handout)



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## How EPAs Align with PPCP

### Patient Care Provider Domain

- Collect information to identify Medication-Related Problems (MRPs)
- Analyze information to determine effects of medication and identify MRPs
- Establish patient-centered goals and create a care plan
- Implement a care plan
- Follow-up and monitor a care plan



Pharmacists' Patient Care Process

<https://cpp.net/patient-care-process/>

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## Think-Pair-Share Exercise

- Take 2 to 3 minutes to review the handout "Core EPAs for New Pharmacy Graduates".
- Identify at least 2 or 3 EPAs that are applicable to your rotation.
- When instructed, share your answers with someone seated next to you.



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## Levels of Entrustability

Level	Description
I. Observe Only	Learner observes only; not entrusted to perform task even with direct supervision
II. Direct Supervision	Learner performs task with direct and proactive supervision
III. Reactive Supervision	Learner performs task with indirect/reactive supervision (i.e., preceptor/supervisor is readily available to assist if needed)
IV. Intermittent Supervision	Learner independently performs task with supervision at a distance or post-hoc
V. General Direction	Learner independently decides what tasks need to be performed and can direct/supervise the activities of others

Ten Cate O. J Grad Med Educ 2013;5:157-158.

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## What is Feedback?

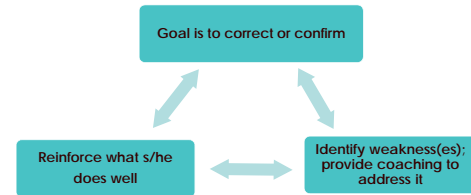


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## Why is Feedback Important?

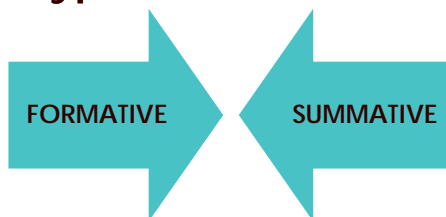


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## Types of Feedback

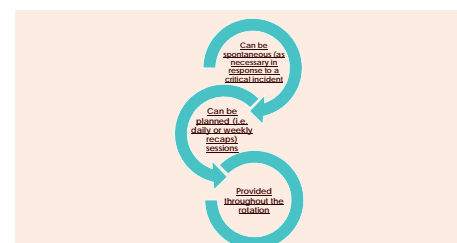


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## Formative Feedback

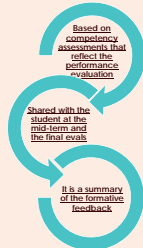


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## Summative Feedback

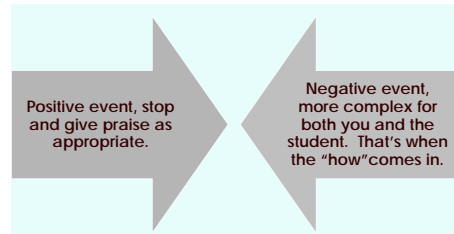


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## When do we give feedback?

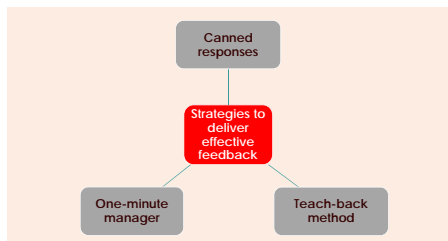


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## How do we give feedback?



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## How do we give feedback?

*The One Minute Office Manager* by Blanchard and Johnson provides a simple approach for formative feedback for preceptor and student:

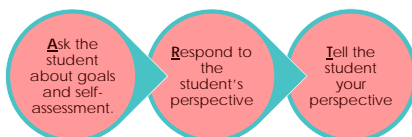
- The One Minute Praising: (initiate as soon as possible)
- The One Minute Reprimand: (initiate as soon as possible in an appropriate environment)

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## The ART of effective feedback



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## Characteristics of Effective Negative Feedback

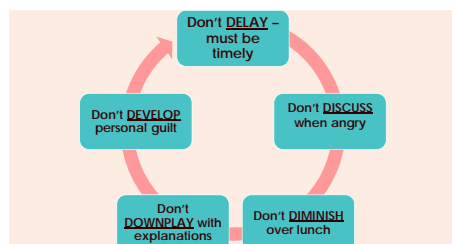


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## Don'ts for effective feedback



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## Challenges for YOU to overcome



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## Why is it so challenging?

- Negative feedback must satisfy the contradictory requirement of being:



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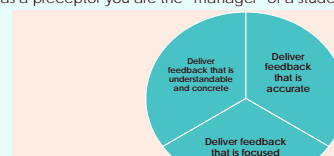
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## Students Need Feedback – Preceptors Must Give Feedback

It is your ethical responsibility to provide constructive feedback to help the student improve in performance whenever possible.

Even though giving feedback is perhaps the most dreaded of all management duties, as a preceptor you are the “manager” of a student’s learning experience.



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## REFERENCES

- American Pharmacists Association and the National Association of Chain Drug Stores Foundation. The Community Pharmacist Preceptor Education Program, 2007.
- Buck B, Wilkinson S, and Phillips H. *Preceptor Development Series, Preceptor Development: Providing Effective Feedback, Part 2. Hospital Pharmacy*. 2014;49(6):521-529.
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- Kaley A, Chou C. Remediation in Medical Education: A Mid-Course Correction. Springer; 2014: 249 – 263.
- Ilorent, Marlene PharmD and John Clark, PharmD. *The Art of Delivering Feedback* (presentation given at Jackson Memorial Hospital).
- University of South Florida College of Pharmacy. *Preceptor tool kit for managing students performance and behaviors*. Fall 2017.

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## Documenting Formative Assessment to Support the Summative Assessment

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## Understanding Formative Assessment Documentation

- Benefits:
  - Positive feelings,
  - Higher levels of motivation,
  - Improve knowledge of how professionals work together (*students*)
  - Improves the validity of the rotation assessment (*preceptors*)
- Challenges:
  - Difficult tasks of a preceptor
  - Assessments must be designed
  - Labor intensive

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## Fundamental Tips for Documenting Formative and Summative Assessments

Familiarity and Design with:

- APPE & IPPE Manuals, Syllabi
  - Rotation objectives, learning outcomes (SLO), EPAs
  - Rubrics, written instructions, written assessments
- Residency Learning System and RLS Standards
- Performance Appraisal Processes

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## Understanding Formative Assessment Documentation

- Formative assessment strategies
  - Multiple-choices or open-ended items
  - Rubric (no grading vs grading)
    - Electronic or paper
  - Feedback available instantaneously ("real time")
  - Engagement – engaging context

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## Understanding Formative Assessment Documentation

- "Snapshots"
  - SLO, EPAs, RLS, etc.
  - NI, SP
- Formative assessment strategies
  - Group projects
  - Simulation, *Forward and Reverse*
  - Individual Assignments
    - Journal article Assessment
    - Reading Assessment (*guidelines, reviews*)
  - Flipped Assessment

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## Understanding Formative Assessment Documentation

- Formative assessment technology strategies
  - Multi-Modal Assessments
    - Read, Write, Draw, Watch
  - Video-Based or Slide-Based Assessments
  - Quizzing Assessments

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## Understanding Formative Assessment Documentation

- Multi-Modal Assessments app
  - Socrative (<http://www.socrative.com>)
  - Poll Everywhere (<http://www.polllev.com>)
  - Formative (<http://www.goformative.com>)
  - Nearpod (<http://www.nearpod.com>)

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## Understanding Formative Assessment Documentation

- Video-Based Assessments app
  - YouTube (<http://www.youtube.com>)
  - EdPuzzle (<http://www.edpuzzle.com>)
  - Playposit (<http://www.playposit.com>)
  - Flipgrid (<http://www.flipgrid.com>)

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## Understanding Formative Assessment Documentation

- Quizzing Assessments app
  - Quizizz (<http://www.quizizz.com>)
  - Kahoot (<http://www.kahoot.com>)

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## Formative Documentation

- Electronic and Written evaluation tools
  - Competency-based, rating key (NI, SP, NA), narrative commentary
- Memos (coaching, written or email)
  - Before an events or activity
    - *(suggestions given)*
  - Below average performance
    - *(suggestion, future improvement, specific suggestions, follow-up meeting)*
- Improvement needed
  - *(identify performance problem, offer suggestions, solicit opinions, express confidence, set up a meeting)*

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## Formative Documentation

- Alignment with the SLO, EPAs, RLS
- Identifies gaps in learning
- Technology leads to efficiency
  - Enhances reliability
  - Produces data
  - Enhances the rotation

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## Understanding Summative Assessment Documentation

- *Summative*: Similar to the performance appraisal
- Summary Assessment of the learning (SLO, EPAs)
- Assessment (Grade) + (Feedback) Narrative Commentary
  - Mid-term Assessment (*grade vs no grade*)
  - Final Assessment (*grade*)

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## Understanding Summative Assessment Documentation

- Overlapping activities in the instructions
  - Applying the learning
    - Topic presentations and discussion
    - Case Presentations
    - Writing assignments
    - Drug information
    - Team and Patient Interactions

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## Understanding Summative Assessment Documentation

### Performance Evaluation/Appraisal

#### Key Words

- Professionalism
- Leadership
- Dependability
- Initiative
- Problem-Solving
- Knowledge
- Safety
- Goals

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## Summative Documentation

- Use electronic assessment tools
  - Competency-based, rating key (*Likert*), narrative commentary
- Assure commentary reflect and is focused on the goals, objectives, and outcomes in relationships to the competencies
  - Be brief, concise, and specific
- Assure documentation is effective and legally defensible

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## Summary

- Formative assessments improves the quality of learning experience
- Validity of the assessment are improve with frequent snapshots
- Integrating technology increases efficiency and enhance reliability
- Summative assessments are enhanced by well designed formative assessments

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## How Do We Use Data From Assessments?

- Longitudinal tracking
  - SUCCESS competencies
  - Professionalism
  - Absences/tardies
- Academic success plan
- Remediation/re-education
- Comments/feedback are so important!

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## How Do We Use Data From Assessments?

- Entrustable Professional Activities
  - Students should be able to perform each EPA without direct supervision (i.e., at least level 3) upon graduation

\*35. I.e. - Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidencebased and cost-effective.  
 Level 5 - I trust the student to act independently to decide what activities to perform; I trust the student to direct and supervise activities of others  
 Level 4 - I trust the student to act with intermittent supervision available within hours  
 Level 3 - I trust the student to act with supervision available within minutes  
 Level 2 - I trust the student to act with direct supervision present in the room  
 Level 1 - I trust the student to observe the activity only  
 N/A - Opportunity unavailable  
 Comments: No Comments Entered

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## Questions



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