

PHENOMENAL FEEDBACK: INCORPORATING FORMATIVE FEEDBACK FOR A SUCCESSFUL PHARMACY RESIDENT

Bob John, Pharm.D., BCPPS
The Children's Hospital at Saint Francis
NICU Clinical Pharmacy Specialist
PGY1 Pharmacy Residency Director

Amanda Hembree, Pharm.D., BCPS
Saint Francis Hospital
Trauma/Critical Care Clinical Pharmacy Specialist
PGY1 Pharmacy Residency Coordinator

PROGRAM OBJECTIVES

- Examine the ASHP's objectives for providing feedback for Pharmacy Residents
- Identify opportunities for providing feedback in various situations
- Describe strategies to incorporate formative feedback into a residency program
- Develop a plan for implementation of formative feedback at your local institution



WHAT IS REQUIRED BY ASHP'S UPDATED STANDARDS?

ASHP STANDARD 3.4

- Focus on evaluations of the resident
 - Initial assessment
 - At the beginning of the residency year
 - Has to be documented by the end of the orientation period
 - Scheduling of experiences should be based on initial assessment
 - Formative assessment (on-going)
 - Frequent, immediate, specific, and constructive
 - When areas of improvement are identified they must be incorporated into development plans

ASHP STANDARD 3.4

- Summative evaluations
 - Must be completed at the end of each learning experience
 - At the end of rotation
 - Longitudinal (≥ 12 weeks) complete every 3 months
- Resident's development plan
 - Must have one documented by RPD or designee
 - Quarterly
 - Shared with all preceptors

PROVIDING FEEDBACK TO LEARNERS



PROVIDING FEEDBACK TO LEARNERS

- Ensure learner understands that feedback is being given
- Identify the preferred method of feedback for the learner
- Prioritize feedback
 - Areas of strengths
 - Areas of improvement
- Schedule feedback
 - Ex. Feedback Fridays

Wilkinson S. *Hosp Pharm* 2013;48(1):26-32.

PROVIDING FEEDBACK TO LEARNERS

- Presentations
- Patient work up
- Projects
- Patient interaction
- Healthcare workers interaction
- Continuity of care
- Professionalism

Wilkinson S. *Hosp Pharm* 2013;48(1):26-32.

FEEDBACK PEARLS

- Nonjudgmental
 - Focus on what was done and consequences
- A learner should never hear something for the first time on a written evaluation
- Feedback should occur in a neutral private setting
 - Limits distractions
 - Improves relationships
- Daily and timely
 - Address issues as they occur
- Measurable

Wilkinson S. *Hosp Pharm* 2013;48(1):26-32.

FEEDBACK PEARLS

- Ask open ended questions to engage the learner
 - How do you think that went?
 - What went well/poorly in that situation?
 - Tell me more about that
- Implement a pre-rotational meeting
 - Establish expectations
 - What are the goals for the resident?
 - How will those be measured?
 - What will be done to meet the objectives?
 - Responsibilities

Wilkinson S. *Hosp Pharm* 2013;48(1):26-32.

EFFECTIVE EVALUATIONS

- What skills were focused on during the experience?
 - Should relate back to the resident's customized plan
 - How well was each task done?
 - Just stating that a task was completed is insufficient
- How did the resident improve on known weaknesses?
- What are new areas for improvement?

Buck B. *Hosp Pharm*. 2014;49(6):521-529.

EFFECTIVE EVALUATIONS

- How can strengths be further refined?
- What skills need to be the focus for upcoming experiences?
- **How can your evaluation improve the skills of the resident?**

Buck B. *Hosp Pharm*. 2014;49(6):521-529.



WHAT ARE YOUR BARRIERS TO PROVIDING FEEDBACK?

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PENDLETON METHOD

- The Good
 - Self assessment of what was done well
 - Tasks done well reinforced by preceptor
 - Skills used to achieve successful outcomes
- The Bad
 - Self assessment of what could have been better
 - Identify areas for improvement
 - Identify skills needed to achieve successful outcome

Norcross WA, JAMA. 1985;253(3):421-422.

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SANDWICH METHOD

- Sandwich method
 - Positive feedback
 - Negative feedback
 - Positive feedback
- Maintains the learners attention
- Best utilized when providing difficult feedback
- Increases the comfort of the learner

Wilkinson S. Hosp Pharm 2013;48(1):26-32.

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FORMATIVE PRECEPTING

- Step 1 - Explain what is happening
 - Learning activities should be developed and communicated
- Step 2 - Teach
 - Learning activities should be taught, observed, measured, and evaluated
- Step 3 - Assess
 - Focus on self-identified weaknesses
 - Skills that need development
 - Plan associated data
 - Teach the learner self assessment skills
- Step 4 - Execute
 - Implement a plan to improve performance

Wilkinson S. Hosp Pharm 2013;48(1):26-32.

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CASE EXAMPLES

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CASE 1

- Harry is a PGY1 at your institution. He is on his 1st rotation with you on the general medicine floor.
 - During your first days with him you notice that he is missing a lot of information on his patient work up and is struggling to provide answers when you ask questions
 - During your evaluation at the end of the month you provide the following feedback
 - Harry needs to be more complete in his work and needs to work on his knowledge for disease states that are seen in the general medicine floor

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CASE DISCUSSION

- Harry needs to be more complete in his work and needs to work on his knowledge for disease states that are seen in the general medicine floor
 1. What do you think about the feedback provided?
 2. What would you have done differently?
 3. What steps can you as a preceptor employ to increase Harry's skill set?



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CASE 2

- Hermione is a PGY1 resident on your rotation during November. She is very driven, shows up early, and works late throughout her time with you. Her patient work up is complete, and she is always engaged during the experience. She is always prepared for rounds and is engaged in your topic discussion. She does seem overly stressed throughout your rotation.
 - Hermione asks how she is doing and you state:
 - You are a hard worker and it is a pleasure to work with you.

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CASE DISCUSSION

- Hermione asks how she is doing and you state:
 - You are a hard worker and it is a pleasure to work with you.
 1. What do you think about the feedback provided?
 2. What would you have done differently?
 3. What steps can you as a preceptor employ to increase Hermione's skill set?



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CASE 3

- Ron is a PGY2 resident on your rotation during March. He is often unprepared for patient care activities, and seems uninterested during topic discussions. When you ask him questions about foundational content, he is unable to answer.
 - During your evaluation you provide the following feedback
 - Ron struggled throughout the month and was regularly not prepared. He was not engaged in topic discussions and may not finish his residency. I would highly encourage Ron to work harder

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CASE DISCUSSION

- Ron struggled throughout the month and was not prepared regularly. He was not engaged in topic discussions and may not finish his residency. I would highly encourage Ron to work harder
 1. What do you think about the feedback provided?
 2. What would you have done differently?
 3. What steps can you as a preceptor employ to increase Ron's skill set?



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DOCUMENTATION

- PharmAcademic
 - Summative Feedback
 - Upload documents
 - Can upload examples of feedback to PharmAcademic
 - Development plans
 - Sends the plan to all preceptors
- What are some unique features of PharmAcademic you use?



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PHARMACADEMIC

Plan Name	File Name	Added By	Status	Date Finalized
Initial Plan	Initial Plan.pdf	Resident	Finalized/Shared	8/13/2017 3:23 PM
September hand off meeting	September.pdf	Resident	Finalized/Shared	9/5/2017 9:18 AM
Quarterly Update	1st Quarterly Eval.pdf	Resident	Finalized/Shared	9/22/2017 10:43 AM
Quarterly Update	November.pdf	Resident	Finalized/Shared	11/8/2017 5:04 PM
2nd Quarter Update	2nd Quarterly Eval.pdf	Resident	Finalized/Shared	2/1/2018 8:44 AM
Monthly handoff for December/January. Late update on pharmacademic but reviewed with resident in early January	Resident December/January.pdf	Resident	Finalized/Shared	2/1/2018 8:45 AM
Quarterly Update	Resident Evaluation_March.pdf	Resident	Finalized/Shared	3/9/2018 10:35 AM
April Monthly Handoff	Resident Evaluation_April.pdf	Resident	Finalized/Shared	4/9/2018 1:55 PM
Third Quarter Update	3rd Quarterly Eval.pdf	Resident	Finalized/Shared	4/30/2018 1:50 PM
Monthly Handoff - May	Resident Evaluation_May.pdf	Resident	Finalized/Shared	5/1/2018 1:48 PM

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PHARMACADEMIC

Date	File	Comments	Size	Uploaded By
8/24/2017	2017_08_Formulary Eval_Infliximab biosimilars.pdf	Formulary Evaluation_Infliximab Biosimilars_2017_08	0.08 MB	
8/24/2017	2017_08_Quality Review_VTE event evaluation.pdf	Quality Review_VTE event evaluation_2017_08	0.01 MB	
8/24/2017	2017_08_Snapshot_Precipitor Eval_Med History.pdf	Snapshot Evaluation: Precipitor Evaluation_Medication History_2017_08	0.27 MB	
8/24/2017	2017_08_Snapshot_Self Eval_Med History.pdf	Snapshot Evaluation: Self Evaluation_Medication History_2017_08	0.04 MB	
3/9/2018	Alvimopan.docx		0.01 MB	

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IMPLEMENTING FORMATIVE FEEDBACK STRATEGIES

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IMPLEMENTING FORMATIVE FEEDBACK STRATEGIES

- Identify areas within your institution to incorporate feedback
 - Presentations
 - Patient work up
 - Projects
 - Patient interaction
 - Healthcare workers interaction
 - Continuity of care
 - Professionalism



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IMPLEMENTING FORMATIVE FEEDBACK

- What are some times that you are not providing the feedback that you should?
- What are areas in which you are not providing feedback but should?



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IMPLEMENTING FORMATIVE FEEDBACK

- Assess the quality of the feedback that you are providing
 - Is it nonjudgmental?
 - Does it occur in a neutral private setting?
 - Is it daily and timely?
 - Is it measurable?



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