	BC Pharmacy	Evaluated By : evaluator's name
	IHA Pharmacy	Evaluating : person (role) or moment's name (if applicable)
		Dates : start date to end date

*indicates a mandatory response

Interior Health Pharmacy Residency Program
Clinical Leadership ITAR (In-Training Assessment of Resident)

Competency 3.3: Exercise Leadership
Standard: "The resident shall apply leadership and management skills to the professional practice environment in which the residency program is operated."

Competency 3.4: Exhibit Ability to Manage One's Own Practice of Pharmacy
Standard: "The resident shall apply skill in the management of their own practice of pharmacy, to advance their own learning, to advance patient care, and to contribute to the goals of the program, department, organization and profession.

		Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
	Not Assessed (Explain Why Not Assessed)	Has an incomplete understanding of pharmacy professional practice. Able to describe basic components with guidance from the preceptor.	Comprehensively describes key components of pharmacy professional practice and able to explain how they relate to clinical leadership with minimal guidance from preceptor.	Comprehensively describes key components pharmacy professional practice and is able to use this knowledge to identify gaps and pose solutions.
1. Knowledge of Pharmacy Professional Practice (CPRB 3.3.1, 3.3.3) Ability to describe and discuss aspects of pharmacy professional practice and how they relate to clinical leadership, including legal, professional and ethical standards of practice, interprofessional collaboration and patient and family-centred care, through projects, case studies and discussions with the preceptor.	○	○	○	○

Please provide evidence to support your rating:

	Not Assessed (Explain Why Not Assessed)	Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
		Has an incomplete understanding of the quality improvement process. Able to describe basic components with guidance from preceptor.	Comprehensively describes key components of the quality improvement process, role of team members, including pharmacy leaders. Able to discuss how key clinical pharmacy quality improvement initiatives contribute to the enhancement of care and health care delivery with minimal guidance from preceptor.	Comprehensively describes key components of the quality improvement process, role of team members, including pharmacy leaders and is able to use this knowledge to identify gaps and pose solutions.
2. Knowledge of Quality Improvement Process (CPRB 3.3.2, 3.3.3) Ability to describe and discuss aspects of quality and how they relate to clinical pharmacy leadership, including the role of clinical pharmacy key performance indicators, health care delivery measures, clinical quality and efficiency measures and plan-do-study-act, through projects, case studies and discussions with the preceptor.	⊙	⊙	⊙	⊙

Please provide evidence to support your rating:

	Not Assessed (Explain Why Not Assessed)	Below Expected Level of Performance	Meets Expected Level of Performance	Exceeds Expected Level of Performance
		Has an incomplete understanding of aspects of leadership. Able to describe basic components with guidance from preceptor.	Comprehensively describes key aspects of leadership. Compares and contrasts management and leadership with minimal guidance from preceptor.	Comprehensively describes key aspects of leadership. Compares and contrasts management and leadership and able to identify situations in which skill in management and/or leadership may be required in relation to pharmacy professional practice.
3. Knowledge of Leadership (CPRB 3.3.1, 3.3.3) Ability to explain and discuss various aspects of leadership, including leadership styles, the components of emotional intelligence, clinical governance, vision setting, innovation and change management, through projects, case studies and discussions with the preceptor. Ability to differentiate between management and leadership.	⊙	⊙	⊙	⊙

Please provide evidence to support your rating:

		Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
	Not Assessed (Explain Why Not Assessed)	Has an incomplete understanding of the role of continuing professional development in building clinical leaders. Able to describe basic components with guidance from preceptor.	Comprehensively describes key components of continuing professional development, role of mentorship and role modeling. Able to discuss how these aspects of education and development can support and develop clinical leaders with minimal guidance from preceptor.	Comprehensively describes key components of continuing professional development, role of mentorship and role modeling in building clinical leaders and is able to use this knowledge to identify gaps and pose solutions.
4. Knowledge of Education and Development (CPRB 3.4.1) Ability to describe and discuss the role and importance of role modeling, mentorship, continuing professional development and education policies in building clinical leaders, through projects, case studies and discussions with the preceptor.	○	○	○	○

Please provide evidence to support your rating:

	Below Expected Level of Performance	Meets Expected Level of Performance	Beyond Expected Level of Performance
Not Assessed (Explain Why Not Assessed)	If guided using a step-by-step approach, can execute project plan, but requires extensive coaching to execute plan, engage stakeholders and develop recommendations/materials. Presentation of project recommendations lacks refinement.	Collaborates with stakeholders on project as required. Executes the project with minimal guidance by outlining situation and providing background context, collecting data and analyzing data as required, outlining assessment and formulating recommendations to improve quality or develops education materials or clinical decision support tools. Clearly presents project recommendations/results to preceptor/team and thoughtfully responds to questions.	Collaborates with stakeholders as required and independently executes project plan, by outlining situation, relevant background, collecting/analyzing data as required, outlining assessment and formulating recommendations or develops education materials or clinical decision support tools. Able to relate project to other initiatives and anticipate potential consequences. Clearly presents project recommendations/results to preceptor/team and thoughtfully responds to questions.
5. Contributing to a Quality Improvement Initiative or Project (CPRB 3.3.2, 3.3.3) Ability to collaborate with team members and to engage stakeholders to contribute to a quality improvement initiative(s) or a project related to an aspect(s) of clinical pharmacy leadership.	○	○	○

Note: The "Not Assessed" radio button (○) appears in the first column of row 5.

Please provide evidence to support your rating:

	Does Not Consistently Exhibit	Consistently Exhibits
6. Responsibility for Own Learning (CPRB 2.1.5.3, 2.1.5.4, 3.1.1.c, 3.4.1) Self-direction, motivation Modification of behaviour in response to feedback Professional conduct (punctuality, communication about rotation activities and rotation expectations and deadlines, accountable for own actions) Reliability and follow-through on all assigned tasks	○	○

Please provide evidence to support your rating:

	Does Not Consistently Exhibit	Consistently Exhibits
7. Team Work and Communication (CPRB 2.1.5.6, 3.2.2. 3.3.4) Commitment to profession Demonstrates respect for colleagues and project team members Collaborates with team Communicates key messages clearly	⊙	⊙

Please provide evidence to support your rating:

Overall Comments and Feedback

Describe the resident's strengths and progress made on this rotation. Describe areas of focus for further development of the resident's knowledge, skills, attitudes and behaviours.

For the evaluator to answer:

Did you have the opportunity to meet with the target of this evaluation to discuss their performance?

○ No
○ Yes

For the evaluee to answer:

Did you have an opportunity to discuss your performance with the person who evaluated you?

○ No
○ Yes

Are you in agreement with this assessment?

○ No
○ Yes

If you have any comments about this evaluation, please enter them here.

The following will be displayed on forms where feedback is enabled...
(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?

○ Yes

○ No

(for the evaluee to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

○ Yes

○ No