

## Residency Teaching Evaluation

Note: May be used to evaluate large or small group teaching activity, precepting experience assessment, assessment of other teaching activities, and Pharmacotherapy Rounds (which requires an additional evaluation by audience participants).

<b>Resident Name:</b>	Emily Carrell
<b>Teaching Activity:</b>	PHAR 538 Abilities Lab 3 – IV Admixture Activity
<b>Date of Teaching:</b>	9/24/15
<b>Mentor/Evaluator:</b>	Jim Trovato
<b>Date of Evaluation:</b>	9/24/15

Criterion	Achieved	Satis. Progress	NA or Not Observed	Comment
<b>Audience Analysis</b> <ul style="list-style-type: none"> <li>Target audience characterized</li> <li>Prior learning assessment and prerequisites for learning activity identified/evaluated</li> <li>Characterize teaching methods of course work within course objectives and technologies</li> </ul>			NA	
<b>Setting Expectations and Atmosphere</b> <ul style="list-style-type: none"> <li>Make learning activities and/or assessment criteria clear to learner prior to presentation of material</li> <li>Encourage consideration of alternatives to help learner draw their own conclusions</li> <li>Create positive atmosphere which will motivate learner to do their best</li> </ul>	X			
<b>Content Expertise/Preparation</b> <ul style="list-style-type: none"> <li>Takes initiative for self-directed learning prior to training for instruction</li> <li>Presents without significant reliance on reference material</li> <li>Explains concepts in depth when necessary</li> <li>Answers questions correctly</li> </ul>	X			
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Creates well-written learning objectives in the A, B, C, D format</li> <li>Learning objectives are appropriately aligned with overall course objectives</li> </ul>			NA	
<b>Instructional Design and Methods</b> <ul style="list-style-type: none"> <li>Chosen instruction design and methods appropriate for audience, course and learning objectives</li> <li>Multimedia materials appropriate to enhance learning activities</li> <li>Active learning strategies incorporated into instructional design</li> <li>Instructor's guide created and complete (as appropriate)</li> </ul>	X			
<b>Speaking Ability</b> <ul style="list-style-type: none"> <li>Quality of speech is professional and confident, rate of speech is gauged to comprehension ability, tone is assertive not aggressive</li> <li>Fillers are non-disruptive ("umh," "okay," "you know," "ah...")</li> <li>Uses appropriate phrases to guide through transitions</li> <li>Speaks clearly (volume, enunciation, rate of delivery)</li> <li>Does not read content from slides or notes</li> </ul>	X			
<b>Managing the Classroom / Learning Environment</b> <ul style="list-style-type: none"> <li>Minimize distractions and handle incivility appropriately without assistance</li> <li>Allow appropriate tangents and/or redirect to core material</li> <li>Establish an appropriate instructor-student relationship</li> <li>Consistently re-engage inattention learner as needed</li> </ul>	X			
<b>Listening</b> <ul style="list-style-type: none"> <li>Performs attending behaviors appropriate to setting (such as standing or sitting at the appropriate time, leaning forward [but not too close], using good eye contact, and giving physical and verbal encouragement)</li> <li>Allows adequate time for learner to process material before interrupting or providing the answer</li> <li>Usually able to restate student concern on first attempt</li> </ul>	X			

Criterion	Achieved	Satis. Progress	NA or Not Observed	Comment
<b>Individualizing Student Learning Experience</b> <ul style="list-style-type: none"> <li>Assess learner's skill level to determine appropriate learning strategies</li> <li>Effectively utilize the four roles of practice-based teaching (direct instruction, modeling, coaching and facilitating)</li> <li>Master a variety of techniques to elicit student learning through questioning (clarify, probe assumptions, seek evidence, determine individual perspectives, consider implications)</li> <li>Use Socratic method of questioning as appropriate</li> <li>Avoid leading/hinting</li> <li>Develop strategies to promote professional student behavior</li> <li>Effectively deals with difficult learners</li> <li>Individualize learning experience using strategies to facilitate learning in a diverse learning population.</li> </ul>	X			
<b>Provides Feedback to Learner</b> <ul style="list-style-type: none"> <li>Provides evidence-based criterion referenced, learner-specific feedback (verbal and written)</li> <li>Provides both informal formative feedback as well as summative feedback when appropriate</li> <li>Gives specific detailed individualized comments with both positive and negatives aspects of performance</li> <li>Engage learner in meaningful discussion about performance (in applicable)</li> <li>Correct student mistakes in a non-threatening manner</li> <li>Recommend strategies to improve</li> <li>Respect student privacy and dignity</li> </ul>	X			
<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>Creates an appropriate Level 1 evaluation plan (what learner thought and felt about the training)</li> <li>Creates an appropriate Level 2 evaluation plan (designed to assess increase in knowledge or learner capability)</li> <li>Appropriately assessing own performance in educational activity</li> </ul>			NA	
<b>Use of Self-Feedback for Improvement Purposes</b> <ul style="list-style-type: none"> <li>Reviews Level 1 feedback (what learner thought and felt about the training) and possibly Level 2 feedback (degree to which learner increased knowledge or capability) with mentor and self-assesses performance</li> <li>If applicable, reviews item analysis data with mentor from objective assessment items</li> <li>Suggests methods of improvement for subsequent teaching based on feedback</li> </ul>			NA	

**Additional comments:** Emily was well prepared to facilitate the I.V. admixture activity. She conducted herself in an efficient and professional manner. Emily was attentive and respectful to any student questions and provided students with accurate information to allow them to successfully complete the IV compounding activity.

Emily created a non-threatening learning environment that put the students at ease. She successfully engaged active participation of students during the question and answer session pertaining to epidurals and medication dispensing cabinets. She displayed an acceptable command of using speech, tone of voice, and body language to engage students in conversation and students demonstrated active listening. It was a pleasure having Emily teach this learning activity.