



Evaluation of Resident Teaching in Pharmacist Care Lab

Evaluated area	Evaluated item	Performance
Setting expectations and atmosphere	<ol style="list-style-type: none"> 1. Worked with faculty to design clear learning objectives for the lab 2. Demonstrates understanding of the overall intent and flow of the lab 3. Encourages students' discussion and questions during the case discussion 4. Be approachable and creates positive atmosphere which will motivate student to do his/her best 	<input checked="" type="checkbox"/> Achieved without feedback <input type="checkbox"/> Achieved with additional instruction <input type="checkbox"/> Suggested improvement <input type="checkbox"/> Not observed Comments: <i>Even though there were time constraints, did well engaging students.</i>
Content expertise and preparation	<ol style="list-style-type: none"> 1. Takes initiative for self-directed learning prior to training for instruction 2. Facilitates without significant reliance on reference material 3. Explains concepts in depth when necessary 4. Answers questions correctly and clearly 	<input checked="" type="checkbox"/> Achieved without feedback <input type="checkbox"/> Achieved with additional instruction <input type="checkbox"/> Suggested improvement <input type="checkbox"/> Not observed Comments: <i>May need to provide some clarification on certain points.</i>
Questioning in the context of case facilitation	<ol style="list-style-type: none"> 1. Masters a variety of techniques to elicit student learning through questioning (clarify, probe assumptions, seek evidence, determine individual perspectives, consider implications) 2. Avoids leading / hinting 	<input checked="" type="checkbox"/> Achieved without feedback <input type="checkbox"/> Achieved with additional instruction <input type="checkbox"/> Suggested improvement <input type="checkbox"/> Not observed Comments: <i>Great job facilitating! Made students feel comfortable.</i>
Listening	<ol style="list-style-type: none"> 1. Performs several attending behaviors, such as standing or sitting at the appropriate time, leaning forward (but not too close), using good eye contact, and giving physical (head nodding) and verbal encouragement (e.g., "okay", "is that right", "i see") 2. Allows adequate time for learner to process material before interrupting or providing the answer 3. Is able to restate student's concern on first attempt in most cases 	<input checked="" type="checkbox"/> Achieved without feedback <input type="checkbox"/> Achieved with additional instruction <input type="checkbox"/> Suggested improvement <input type="checkbox"/> Not observed Comments: <i>Good eye contact and sitting when appropriate.</i>