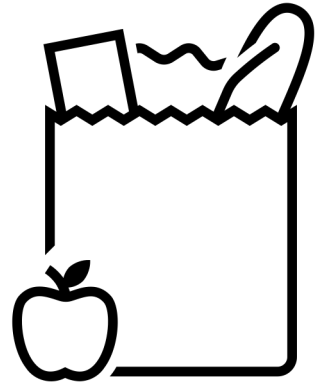


Cooking Up Success

The Secret Recipe for Resident Development and
Key Ingredients for Effective Feedback



Mandy Brown

10/6/23



Direct Instruction

Goals & Expectations

Process

Formative

Outcome

Summative

Direct Instruction

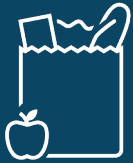
Goals & Expectations

Process

Formative

Outcome

Summative



Ingredients & Recipe



Whisk, Pour, Bake



Cake

Direct Instruction

Goals & Expectations

Process

Formative

Outcome

Summative



Knowledge, Skills, Abilities

Learning Experience

Growth & Development

Direct Instruction

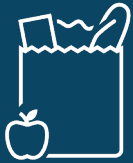
Goals & Expectations

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Summative



Ingredients & Recipe



Whisk, Pour, Bake



Cake



Knowledge, Skills & Abilities



Learning Experience



Growth & Development

Learning Objectives

1. Understand the ASHP Accreditation Standards for **formative and summative feedback**.
2. Distinguish between the **rating scale definitions** for resident performance
3. Apply principles of **criteria-based feedback** to resident evaluations.
4. Identify how to integrate **Resident Development Plans** into rotation activities and feedback.

Overview

- I. ASHP Accreditation Standard
- II. Formative Assessments
- III. Summative Assessments
- IV. Resident Development Plans

Why Give Feedback?

- **Effective feedback promotes...**
 - Learning and growth
 - Confidence
 - Self-reflection skills
- **Without feedback...**
 - Mistakes go uncorrected
 - Excellent performances are not reinforced
 - Clinical competence may not be achieved



Feedback Content

Standards of Comparison

Comparison between the trainee's observed performance and a standard



**ASHP
Accreditation Standard**



**ASHP
Competency Areas, Goals
& Objectives (CAGOs)**



**PharmAcademic
Evaluation Scale**

ASHP Accreditation Standard

Types of Assessments

	Formative Assessments	Summative Assessments
Purpose	To provide ongoing feedback and support for learning and development.	To evaluate and measure the overall performance and competence of the resident.
Frequency	Frequent and continuous , can occur daily or weekly.	Scheduled at the end of the learning experience
Focus	Emphasizes the process of learning and improvement.	Emphasizes the outcome or final results of learning (in comparison to the ASHP Standard)

New ASHP Accreditation Standard

Formative Assessments

- Preceptors provide ongoing verbal feedback to residents about **how they are progressing and how they can improve.**
- Preceptors make appropriate **adjustments to learning activities** based on residents' progression.

Guidance

- Formative feedback to residents is **frequent, specific, and constructive.**

New ASHP Accreditation Standard

Summative Evaluations

- The documented summative evaluation includes the extent of **the resident's progress toward achievement of assigned objectives** based on a defined rating scale.
- The preceptor documents **qualitative written comments** specific to the evaluated objectives.

Guidance

- **Qualitative written comments:**
 - Are **specific and actionable**.
 - **Use criteria** related to specific educational objectives.
 - Recognize residents' **skill development**.
 - Focus on how residents' may **improve their performance**.

Review of ASHP Definitions

Competency Areas, Goals & Objectives (CAGOs)

Competency Area

Categories of the residency graduates' capabilities

Goals

Broad statement of abilities

Objectives

Observable, measurable statements describing what residents will be able to do as a result of participating in the residency program

Criteria (Activities)

Examples that describe competent performance of educational objectives
(What residents will do to learn and practice the skills)

Required Competency Areas

Direct Patient Care Programs

R1: Patient Care

R2: Advancing Practice & Improving Care

R3: Leadership & Management

R4: Teaching, Education, Precepting & Dissemination of Knowledge

Example

Competency Areas, Goals & Objectives (CAGOs)

Competency Area

Competency Area R1: Patient Care

Goals

Goal R1.3: Prepare, dispense, and manage medications to support safe and effective drug therapy for patients

Objectives

Objective R1.3.2: (Applying) Manage aspects of the medication-use process related to formulary management

Criteria (Activities)

- Follows appropriate procedures regarding exceptions to the formulary, if applicable, in compliance with policy
- Ensures non-formulary medications are dispensed, administered, and monitored in a manner that ensures patient safety

Defined Rating Scale

Example

Domains	Insufficient Progress Towards Standard	Progressing Towards Standard	Meets Standard
Knowledge / Skills / Abilities	Insufficient	Developing	Expected
Preceptor Intervention	Frequent and/or repeated	Occasional	Minimal
Skill Development	Significant skill development needed.	Further skill development is needed.	No further skill development is needed to meet standard.

Common Pitfalls

Rating Scale

What challenges have you encountered?

Enter in the chat.

Mismatch of
written
comments and
rating scale

Calendar
progression vs.
resident
progression

Using other
residents as a
comparator

Goals &
expectations

Formative Assessments

Goals & Expectations

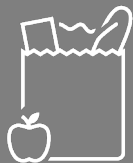
Orientation

Process

Formative

Outcome

Summative



Ingredients & Recipe



Whisk, Pour, Bake



Cake



Knowledge, Skills, Abilities



Learning Experience



Growth & Development

Formative Assessments

Frequent, specific and constructive



Ongoing verbal feedback

Feedback is documented for residents not progressing as expected



Focus on how they are progressing and how they can improve.



Make adjustments to learning activities

Formative Strategies

Ongoing Verbal Feedback

Immediate



```
graph TD; A[Immediate] --> B[Daily]; B --> C[Weekly];
```

Daily

Weekly

Create a Positive Learning Climate



Effective Communication

- **Verbal Cues**

- Use specific, neutral language to focus on performance
- Use a warm and supportive tone

- **Non-verbal cues**

- Make eye contact and focused attention
- Facial expressions
- Be aware of a learner's response, personality and temperament

Neutral Language

Examples

Instead of saying...	Try...
You never take initiative	There is opportunity for you to be more proactive in certain situations.
Your communication skills are poor	There are areas where your communication skills could be further developed.
Your time management is terrible	Enhancing time management skills could help improve your efficiency.

Reinventing the Feedback Sandwich

More Nutritious Feedback Delivery

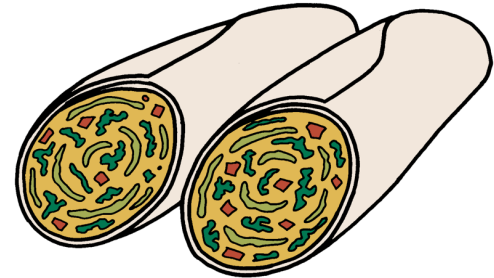
■ The Feedback Sandwich

- Positive > Negative > Positive
- Dilute the performance improvement feedback
- Diminish the value and power of the positive



■ The Feedback Wrap

- Intertwine critique with praise
- Include learner's self-reflection
- Opens dialogue



Feedback Wrap Model

1. **Strengths:** Ask the learner what went well
2. **Reinforce:** Tell the learner what went well
3. **Opportunities:** Ask the learner what could be improved
4. **Correction:** Tell the learner what could be improved
5. **Confirm Understanding:** Ask for their perspective
6. **Create an Action Plan:** Collaborate on next steps

Common Pitfalls

Formative Assessments

What challenges have you encountered?

Enter in the chat.

Time
Consuming

Missing the
Teachable
Moment

Lack
Private
Space

Summative Assessments

Goals & Expectations

Process

Outcome

Orientation

Formative

Summative



Ingredients & Recipe

Whisk, Pour, Bake

Cake



Knowledge, Skills, Abilities

Learning Experience

Growth & Development

Criteria-Based Feedback

Qualitative Written Comments

Feedback is based on pre-set criteria and is standardized across the residency cohort



Be specific and actionable



Use criteria related to the objective



Recognize residents' skill development



Focus on how residents may improve their performance

Specific and Actionable

Focus on How Resident's Can Improve Their Performance



Focus on how to improve



Practical tips or actionable next steps to achieve the objective



It's not WHAT the resident did, rather it is HOW they did it




MUST be documented if not meeting standard

Actionable Feedback

Example 1


 “I encourage you to continue to work on your patient counseling skills.”

 "During patient counseling sessions, I noticed that you **tend to speak quickly**. To improve your communication, try slowing down your speech and **pausing at key points** to allow patients to process the information effectively."

Actionable Feedback

Example 2


 “Can improve upon clinical confidence.”

 "When presenting recommendations to the medical team, consider **providing more comprehensive background information**. Including relevant patient history and pertinent lab values will strengthen the rationale behind your recommendations."

Actionable Feedback

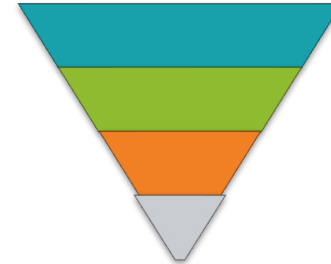
Example 3

 “Need to continue to work on your efficiency.”

 "To enhance your time management skills, try **prioritizing your tasks at the beginning of each day**. Make a to-do list and allocate specific time slots for each task to ensure timely completion and avoid feeling overwhelmed."

Criteria-Based Feedback

Use Criteria Related to the Objective



	Criteria	Activities
Definition	Examples intended to help identify specific areas of skill development	What residents will do to learn and practice the skills described in objectives
Defined By	ASHP	Provided by preceptors for a specific learning experience
Where to Locate	1) ASHP Required CAGOs 2) PharmAcademic Summative Evaluations "Button"	1) PharmAcademic learning experience 2) PharmAcademic Summative Evaluations "Button"

Use Criteria Related to the Objective

Goal R3.1. Demonstrate leadership skills

ACHR : No

* Objective R3.1.1 (Applying). Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership

ACHR : No

Criteria

Activities

- ☐ Insufficient Progress Towards Standard
- ☐ Progressing Towards Standard
- ☐ Meets Standard

Criteria (To close this popover, please click the same 'Criteria' button again)

- Demonstrates effective time management
- Manages conflict effectively
- Demonstrates effective negotiation skills
- Demonstrates ability to lead interprofessional teams
- Uses effective communication skills and styles
- Demonstrates understanding of perspectives of various health care professionals
- Effectively expresses benefits of personal profession-wide leadership and advocacy

Activities (To close this popover, please click the same 'Activities' button again)

- • Uses effective communication skills when engaging in committee meetings •
- Employs tact when representing pharmacy and uses problem solving skills necessary for process improvement

Criteria-Based Feedback

Example 1: Meets Standard

Objective R3.1.1: (Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership.

Criteria:

- Demonstrates effective time management.
- Manages conflict effectively.
- Demonstrates ability to lead interprofessional teams.
- Uses effective communication skills and styles.

- ☐ Insufficient Progress Toward Standard
☐ Progressing Towards Standard
☒ Meets Standard

Comments:

had multiple opportunities to interact with colleagues throughout this rotation - both pharmacy leadership, students, pharmacy team members on our huddle as well as interprofessionally through multiple presentations of her projects. She demonstrated professional behavior throughout and was able to clearly and effectively communicate in small and larger group settings.

Specific and Actionable

Criteria-Based

Recognizes Resident's
Development

Focus on Improvement

Criteria-Based Feedback

Example 2: Insufficient Progress Towards Standard

Objective R4.2.1:

When engaged in teaching, select a preceptor role that meets the learners' educational needs.

Criteria:

- Identifies which preceptor role is applicable for the situation (direct instruction, modeling, coaching, facilitating).

☒ Insufficient Progress Towards Standard
☐ Progressing Towards Standard
☐ Meets Standard

Comments:

- Participated in topic discussions with the APPE students and would encourage questions to further the students understanding
- To meet the standard, the resident will need to start taking on primary precepting responsibilities next block (i.e., pre-rounding with student, leading patient updates, precepting journal club, topic discussions PRN).

Specific and Actionable

Criteria-Based

Recognizes Resident's
Development

Focus on Improvement

Criteria-Based Feedback

Example 3: Progressing Towards Standard

Objective R1.2.1: (Applying) Manage transitions of care effectively.

Criteria: (Abbreviated)

- Participates in thorough medication reconciliation.
- Follows up on all identified drug-related problems.
- Participates effectively in medication education.

- ☐ Insufficient Progress Toward Standard
- ☒ Progressing Towards Standard
- ☐ Meets Standard

Comments:

[redacted] has been able to assist with counseling patients and caregivers for multiple new transplant patients through all three medication teaches required for discharge, as well as counseling for other TCUP patients. [redacted] also helped pend medications when asked and attended discharge rounds to help her prioritize patient activities for the afternoon.

In order for [redacted] to demonstrate achievement of effective transitions of care management, I encourage [redacted] to do the following:

- Familiarize herself with common medications or dosage forms of medications that may cause issues or delays and prioritize tackling those items first as soon as possible
- Use planned discharge dates as a guide to not only planning the day, but also planning for the week and develop a tool to help her stay on top of discharges and effectively manage time. I recommend creating mini checkpoints to tackle complex discharges over time

Specific and Actionable	Criteria-Based	Recognizes Resident's Development	Focus on Improvement
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Common Pitfalls

What challenges have you encountered?

Enter in the chat.

Inventory of what
the resident did
(instead of how)

Quantity over
quality

Avoiding
“Insufficient
Progress Towards
Standard”

Lack of actionable
feedback

Resident Development Plans

Pulse Check

Please rate your knowledge of Resident Development Plans



What is a
RDP?



I see the emails from
PharmAcademic...and
then delete them.



I always read RDP
for each resident
that I precept.

Resident Development Plans



Practice interests



Career development



Well-being and
resilience



Planned changes to
resident's residency
program



High level summaries of
resident's performance
and progress throughout
the program

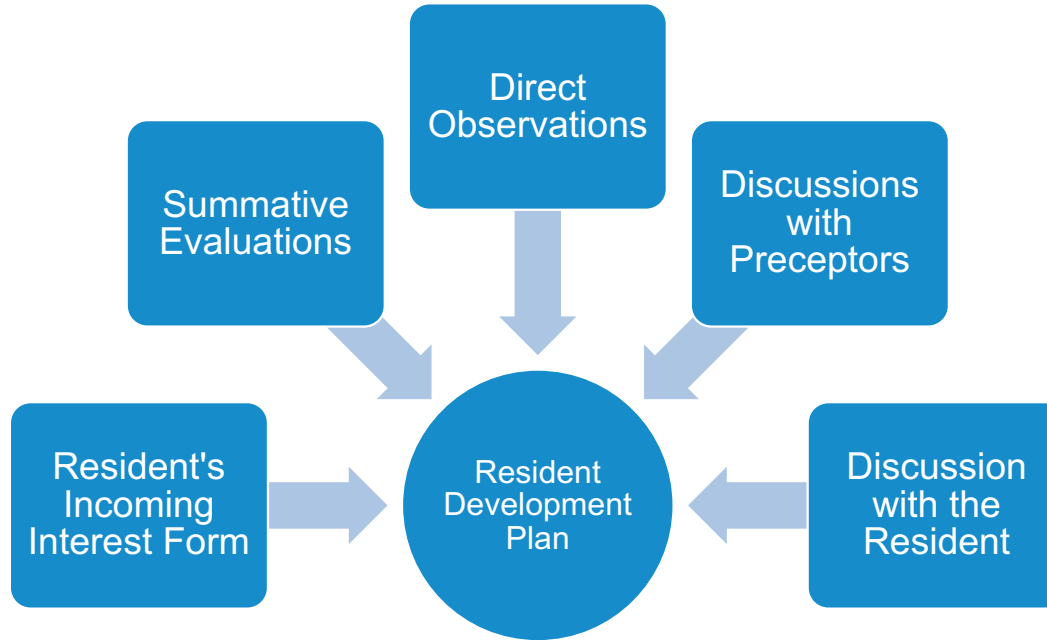


Progress towards
completion of program
requirements

Summative vs. Development Plan

	Summative Evaluations	Resident Development Plans
Representation	Single learning experience	Multiple learning experiences
Focus	Narrow (Objective Level)	Broad (Competency Level)
Integration	Integrates opportunities identified in Resident Development Plan	Integrates actionable feedback from Summative Evaluations
Action Items	Actionable feedback for skill progression (Objective Level)	Planned changes to the resident's residency program for the upcoming quarter (Competency Level)

Sources of Information



Integrating Resident Development Plans



Read Resident Development Plan
(Focus on *Competency Level*)



Integrate skill development into learning experience



Provide criteria-based feedback on summative evaluation

Integrating Resident Development Plans

Example 1 – Continuing Education Learning Experience



Read Resident Development Plan
(Focus on competency level)



Competency Area R4: Teaching, Education

- Strengths = Developing presentation materials
- Opportunities = Public speaking skills



Integrate skill development into
learning experience



Focus on presentation skills

Plan for dry run presentations



Provide criteria-based feedback
on summative evaluation



Qualitative feedback on presentation skills
Actionable items for further improvement

Integrating Resident Development Plans

Example 2 – General Medicine



Read Resident Development Plan
(Focus on competency level)



Competency Area R1: Patient Care

- Strengths = Med Rec
- Opportunities = Patient Care Plans



Integrate skill development into
learning experience



Modify preceptor role for med rec activities

Focus on patient care plans

Plan for 1 formal patient presentation per week



Provide criteria-based feedback
on summative evaluation



Qualitative feedback on patient presentations

Actionable items for further improvement

Goals & Expectations

Orientation

Process

Formative

Outcome

Summative



Ingredients & Recipe



Whisk, Pour, Bake



Cake



Knowledge, Skills, Abilities



Learning Experience



Growth & Development

