"VALIDATING PERCEPTION: HOW TO PUT A NUMBER ON PROFESSIONAL JUDGMENT"

Presented by:

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Dr. Swartz's background

- Bachelors: Behavioral Science
- Masters: Administration and Supervision
- Doctorate: Instructional Design and Technology
- Emphasis: Neuroscience and Cognitive Science = Brain-based learning
- A biologically driven framework for teaching and learning (Hart, 1983)
- How neuroscience suggests our brain learns naturally (Caine and Caine, 1994)

Effective Feedback

- Plan time-prepare

- Input from others

- Base explanations on work samples

- Specific comments

- Appropriate tone-allay fears

- Timely, frequent, constructive

- Cuellar LM, Ginsburg DB, eds. Preceptor's Handbook for Pharmacists. Bethesda, MD: ASHP, 2005

Feedback: Case Study

- RL is student pharmacist doing an APPE in community pharmacy. He is expected to complete 10 drug information queries during his rotation. He is starting the final rotation week, and he has turned in only 2 queries despite repeated reminders. You have found inaccuracies and omissions in the two you have reviewed, and no references are listed. (You suspect the student relied upon Google.)

Feedback Exercise #1

- What specific feedback do you provide?

Evaluation

- Scheduled

- Formal

- Addresses global performance

- Used to determine "grading" or improvement

- Ascribes a value to the behavior being assessed

- With sufficient feedback during rotation, evaluation should *not* be a surprise.

Evaluation: Case Study

- It is the next to the last day of the rotation and the student with whom you have been working for the past month, hands you a form you have never seen before. He states, "I need you to do this final evaluation on me for rotation before I leave at noon tomorrow." You look at the stack of patients waiting at the counter. You decide you will be lucky to be able to fit in a 30 minute session the next day. You recall that the Monday after you were on vacation and you didn't get to do your usual orientation. That night you reflect on the student's performance. He was very pleasant and well-liked by your technicians. His performance was adequate but not nearly as good as the last student you had. He often did not complete reading assignments. A couple of patients complained that he was "pushy" at the counter. You look over the evaluation form and realize that you never directly observed some of the skills listed. You decide he will be happy with a high "C". After a very hectic morning with lots of problems with insurance claims, you finally meet with your student to review the form. The student is irate saying, "I have to have HONORS! My future depends on it!" The student points to several areas on the form stating, "You never told me I needed to do better on that! How can I improve if you never told me!"

Evaluation Exercise #2

- List factors you noticed that may have interfered with the effective evaluation of the student. How would you handle the evaluation process differently?

Potential Pitfalls

- Halo effect
- "Oops" – insufficient evidence
- "But you never told me that!"
- But I NEED honors (or an "A")!
- "Uh-oh, should they pass?"
- The Lake Wobegon effect – Garrison Keillor's fictional town where "all the children are above average"

Making Evaluation Work
The G-R-A-D-E Strategy

- **G……Get Ready**

- **R……Review**

- **A……Assess**

- **D……Discuss**

- **E……Evaluate**

Assessment and Evaluation

Formative:	Summative
Continuous Assessment	Evaluation: A minimum of twice during a rotation
Formal or Informal	Formal
Given continuously throughout a learning experience	Given at the end of a designated period of instruction
Used to promote steady growth and progress over time	Often used for grading and comparing student performance

How do you determine a grade?

- Weight the Student Assessment Information: Decide what weight or emphasis to assign each component or type of student learning

- Make a Judgment

- Use a Grading Criteria

- Fairness and Equity: Take into account each student's individual situation and evaluate accordingly

Performance Rubrics

- Define the criteria for the top level of performance and the lowest level of performance.

- Question: "What type of performance would indicate a very limited understanding of the concepts being assessed?"

- The contrast between the top and the lowest will suggest appropriate criteria for middle level performance.

- Each category should be defined using descriptions of the work rather than judgments about the work.

Example of a Grading Scale
Drug History

90-100%	Obtains complete history, includes RX and OTC, present and past use, adverse and idiosyncratic reactions, patient compliance information and applies information obtained
80-89%	Obtains complete drug history but does not consistently apply information obtained.
70-79%	Elicits obvious data and is usually effective in attempts to obtain information on subtle points
60-69%	Elicits obvious data but is consistently ineffective in attempts to obtain information on subtle points
Below 60%	Consistently omits obvious data

Sample Performance Rubric

5	4	3	2	1
Student has excelled in performing the competency and consistently works independently. Student has completed work above and beyond requirements of the rotation.	Student consistently performs the competency with minimal preceptor supervision or intervention.	Student performs the competency at an acceptable level. Assistance or guidance from preceptor is occasionally necessary.	Student has attempted but not achieved competency in all areas. Needs significant improvement. Student requires frequent supervision.	Unacceptable. Below expectation. Student requires constant supervision.

Giving the Student a Grade

- Complete the evaluation in advance
- Schedule sufficient time to review the evaluation (approximately one hour)
- Support your evaluation with examples
- Highlight items that can be worked on in the future
- Complete paperwork as promptly as possible
- ***Evaluation is not just a grade, but a process to guide and contribute to the growth of future pharmacists***

Sources

- www.acpharm.org

- www.pharmacy.vcu.edu

- www.ajpe.org