Appendix 1 (Part 1 of 4): Survey of residency programs' methods for assessment and evaluation.

Survey Instructions

Thank you for agreeing to participate in the following survey designed to determine the methods used by Canadian pharmacy residency programs for the assessment and evaluation of competence. This survey will focus on three of the CPRB competencies as follows:

- 3.1: Provide direct patient care as a member of interprofessional teams
- 3.5: Provide medication and practice related education
- 3.6: Demonstrate project management skills

These particular competencies were selected to highlight a variety of resident skills and curricular components for determination of competence in areas relating to patient care and leadership. It is hypothesized these particular competencies will provide insight into the similarity and variability between programs.

An invitation to this survey has been shared with all the residency coordinators of the accredited Canadian pharmacy residency programs. If multiple coordinators are involved in your particular program, we ask that only one individual complete the survey for each program.

The survey consists of three parts:
1) Demographic information about your program
2) General questions related to assessment and evaluation of residents
3) Questions in relation to competencies 3.1, 3.5, and 3.6

Demographic questions are required; however, all subsequent questions can be answered at your discretion. Following each section you will have the opportunity to provide any comments, if you wish to elaborate further on any particular point; however, no comments are required.

Questions have been designed with specific consideration to the differences between definitions of ASSESSMENT and EVALUATION in the CPRB standards.

ASSESSMENT relates to formative pieces of determination of competence which are often done throughout a rotation.
EVALUATION relates to the summative pieces of determination of competence that are required at the midpoint and end of each rotation.

Some questions will ask you to select all options which may apply to your program. Additionally, some questions will ask you to specify the frequency of occurrence on 5-point scale from rarely to always. If there are additional options that have not been included in the list, an option of 'other' has been provided which will ask for a text description of the additional component that you would like to highlight.

We greatly value your time and insight into your program's assessment and evaluation of pharmacy residents. Thank you again for your participation.

Survey Questions

Demographics

1) Province *(drop-down list including provinces):*
   - Alberta
   - British Columbia
   - Manitoba
   - New Brunswick
   - Newfoundland and Labrador
   - Nova Scotia
   - Ontario
   - Quebec
   - Saskatchewan

2) Type of Health Delivery Organization in which the residency takes place:
   - Multi-centre
   - Single-centre

3) Type of residency program:
   - General practice
   - Specialty

4) Number of resident spots available within the program *(if a range, please provide maximum number which would be accepted)*

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5) How many rotations are undertaken by a resident throughout the course of the residency year? *(if the number is variable, please provide a rough estimate based off the typical resident)*

6) Roughly what portion of the curriculum is designated to each of the following competencies? *(provide scale of 10 to 100% in 10% increments for each competency)*
   • 3.1: Provide Direct Patient Care as a Member of Interprofessional Teams
   • 3.5: Provide Medication- and Practice-Related Education
   • 3.6: Demonstrate Project Management Skills

7) Are the assessment and evaluation tools used by your program used by other Canadian pharmacy residency programs?
   • Yes
   • No
   • I do not know

General Questions

8) In the development of your program, how are the levels of competence predominantly defined? *(please select all that apply)*
   • Bloom's taxonomy
   • Krathwohl's taxonomy
   • SOLO taxonomy
   • Dreyfus model of skill acquisition
   • CPRB levels and ranges document
   • Other

9) Does your program utilize a standardized form for the **EVALUATION** of resident competence throughout each rotation?
   • Yes
   • No

10) When an expected competency level has been achieved by a resident within a rotation, when is that competency normally **REASSESSED**?
   • Carried forward and maintained (not reassessed)
   • At the onset of each subsequent rotation
   • At pre-defined times throughout the curriculum
   • Varies for each resident at the discretion of the program
   • Other *(please specify)*

3.1: Provide Direct Patient Care as a Member of Interprofessional Teams

11) Which curricular components are used to **ASSESS** residents in direct patient care? *(please select all that apply)*
   • Care plan review and discussion with preceptors
   • Tracking or logging of patient care activities
   • Case-based lecture
   • Direct observation of patient care activities
   • Not used
   • Other *(please specify)*

12) When do **ASSESSMENTS** of curricular components involving direct patient care occur? Please select all that apply. *(for each option selected, indicate frequency of when it would occur: never, rarely, sometimes, often, always)*
   • Immediately following the activity
   • Within 24-48 hours of the activity
   • During midpoint evaluations
   • During final evaluations
   • Other *(please specify)*

13) Who is normally involved in formal **ASSESSMENT** of residents through their provision of patient care? Please select all that apply. *(for each option selected, indicate frequency of when it would occur: never, rarely, sometimes, often, always)*
   • Residency coordinator or director
   • Pharmacy team members
   • Allied health professionals
   • Patients
   • Resident self-assessment
   • Full 360 evaluation (all of the above are undertaken for the assessment)
   • Other *(please specify)*

14) Which curricular components are **EVALUATED** to measure a resident's competence in direct patient care? *(please select all that apply)*
   • Written examination
   • Comprehensive final rotation (capstone)
   • Practical skills examination
   • Longitudinal evaluation (mid-year and final evaluations)
   • Not used
   • Other *(please specify)*

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15) Is a standard form with consistent content utilized for each EVALUATION of a resident's competence in provision of patient care?
   • Yes
   • No

16) How many questions are included in an average EVALUATION of a resident in provision of patient care? *(open response)*

3.5: Provide Medication and Practice Related Education

17) Which curricular components are used to **ASSESS** a resident's provision of medication and practice related education? *(please select all that apply)*
   • Group patient teaching sessions
   • Individual patient education
   • Journal clubs
   • Verbal or written response to drug information requests
   • Preceptorship
   • Documentation included in patients' charts
   • Not used
   • Other *(please specify)*

18) Who is normally involved in the **ASSESSMENT** of resident provision of medication and practice related education? Please select all that apply. *(for each option selected, indicate frequency of when it would occur: never, rarely, sometimes, often, always)*
   • Residency coordinator or director
   • Pharmacy team members
   • Allied health professionals
   • Patients
   • Resident self-assessment
   • Full 360 evaluation (all of the above are undertaken for the assessment)
   • Other *(please specify)*

19) When do **ASSESSMENTS** of curricular components of provision of **MEDICATION-**related education normally occur? Please select all that apply. *(for each option selected, indicate frequency of when it would occur: never, rarely, sometimes, often, always)*
   • Immediately following the activity
   • Within 24-48 hours of the activity
   • During midpoint evaluations
   • During final evaluations
   • Other *(please specify)*

20) When do **ASSESSMENTS** of curricular components of provision of **PRACTICE-**related education normally occur? Please select all that apply. *(for each option selected, indicate frequency of when it would occur: never, rarely, sometimes, often, always)*
   • Immediately following the activity
   • Within 24-48 hours of the activity
   • During midpoint evaluations
   • During final evaluations
   • Other *(please specify)*

21) Which curricular components are **EVALUATED** to measure a resident's competency in provision of medication and practice related education? *(please select all that apply)*
   • Creation of written education for distribution (ex. staff bulletins, newsletter articles, etc.)
   • Presentations to staff/department/unit
   • Drug information specific rotation
   • Not used
   • Other *(please specify)*

22) Is a standard form with consistent content utilized for each EVALUATION of a resident's competence in provision of MEDICATION-related education?
   • Yes
   • No

23) How many questions are included in an average EVALUATION of a resident in provision of MEDICATION-related education? *(open response)*

24) Is a standard form with consistent content utilized for each EVALUATION of a resident's competence in provision of PRACTICE-related education?
   • Yes
   • No

25) How many questions are included in an average EVALUATION of a resident in provision of PRACTICE-related education? *(open response)*

3.6: Demonstrate Project Management Skills

26) In the demonstration of project management skills, what type of project does your program use?
   • Research project
   • Non-research based project
   • Both

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27) Which curricular components are used to **ASSESS** residents' project management skills? *(please select all that apply)*
   • Creating project timelines
   • Leading meetings
   • Communications with project members
   • Data collection
   • Other *(please specify)*

28) When do **ASSESSMENTS** of residents' project management skills occur? (*for each option selected, indicate frequency of when it would occur: never, rarely, sometimes, often, always)*
   • Immediately following the activity
   • Within 24-48 hours of the activity
   • During midpoint evaluations
   • During final evaluations
   • Other *(please specify)*

29) Who is normally involved in the **ASSESSMENT** of resident project management skills? Please select all that apply. *(for each option selected, indicate frequency of when it would occur: never, rarely, sometimes, often, always)*
   • Residency coordinator or director
   • Contributing project members
   • Individuals outside of the project committee
   • Resident self-assessment
   • Peer assessment
   • Full 360 evaluation (all of the above included within the assessment)
   • Other *(please specify)*

30) Which curricular components are **EVALUATED** to measure residents' project management skills? *(please select all that apply)*
   • Research project
   • Leadership project
   • Publication (other than research project)
   • Poster presentations
   • Other *(please specify)*

31) Is a standard form with consistent content utilized for each EVALUATION of a resident's competence in project management skills?
   • Yes
   • No

32) How many questions are included in an average EVALUATION of a resident in project management skills?