

Assessment & Evaluation of Students

Updated July 2018

Online Assessment Completion in CORE ELMS (formerly RXpreceptor)

All student performance assessments will be completed and submitted online through CORE ELMS. It is suggested that you log into CORE ELMS at the beginning of the placement to view the assessments and become familiar with the criteria and timelines.

This 14-minute video entitled "[Experiential Education Student Performance Assessments](#)" reviews the following information:

- how the educational assessments are designed
- the rationale behind certain design features of the assessment tools
- how the assessments should be completed

There is also a [Frequently Asked Questions document](#) available on the website.

Student Performance Assessments: Overview

The assessments are designed to determine if the student has achieved the outcomes and objectives of each course. Course outcomes and objectives are based on the [Association of Faculty of Pharmacies of Canada \(AFPC\)](#) Educational Outcomes, with each practice experience assessing students on skills, knowledge and attitudes required to be a competent pharmacist by the end of the program.

Each course outcome is associated with knowledge, skills and behaviours that define the expectations for each placement. Preceptors base their overall rating for each outcome on how strongly they agree or disagree that the student has demonstrated a set of expected skills, behaviours and knowledge. Individual behaviours for each of the outcomes assessed are listed in the appendix of each [course syllabus](#). In introductory pharmacy practice experiences (after years 1 and 2), where students have not completed all therapeutic and skill courses the performance expectations reflect their level of knowledge and expected ability. The need for preceptor guidance, where appropriate, is indicated.

Rating Student Performance

You will provide an overall rating of the performance of your student for each outcome using the assessment scale below.

Not Meeting an Acceptable Level of Performance - select if you <i>DISAGREE</i> that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.	Needs Improvement to Reach an Acceptable Level of Performance - select if you <i>SOMEWHAT AGREE</i> to <i>SOMEWHAT DISAGREE</i> that the student has demonstrated ALL or MOST of the behaviours associated with the outcome.	Meets an Acceptable Level of Performance - select if you <i>AGREE</i> or <i>SOMEWHAT AGREE</i> that the student has demonstrated ALL or MOST of the behaviours associated with this outcome.	Exceeds an Acceptable Level of Performance – select if you <i>STRONGLY AGREE</i> that your student has demonstrated ALL or MOST behaviours associated with the outcome.
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Two additional ratings that may be used include:

Unable to Rate at Midpoint - Apply this rating if you were unable to observe your student demonstrating MOST skills or behaviours associated with this outcome AT MIDPOINT but will likely be able to observe by the end of placement. Selecting this rating will serve as a signal to pay special attention to these skills and behaviours between the midpoint and the final assessment.

Not Applicable - This rating should be awarded when the outcome cannot be assessed within your practice setting. The same set of behaviours is assessed at the midpoint and the final so that the midpoint assessment can be used to guide where more attention is needed.

- Preceptors should provide comments to support their assessment ratings and must discuss their final recommendation with students.
- Once an assessment has been completed and submitted, students will be able to view it within their CORE ELMS account.

Recommending a Placement Grade – Summative Assessment

In order for the preceptor to provide a recommendation of “PASS” for the placement, the student must:

1. **Achieve a rating of "Meets an Acceptable Level of Performance"** on all **Professionalism** outcomes **AND**
2. **Have no more than 3 outcomes achieve a rating of "Needs Improvement to Reach an Acceptable Level of Performance" AND,**
3. Have **ZERO** ratings of “Not Meeting an Acceptable Level of Performance”.



Timeline of Assessments and Evaluations

Document	Submission Timeframe	Purpose of Assessment
Student Performance Assessments and Midpoint Confirmation <u>MIDPOINT</u>	Midpoint of placement	<ul style="list-style-type: none"> • Assessment of behaviours and outcomes • Communicate student progress • Indicate areas for improvement • Set learning goals and expectations for balance of placement
Student Performance Assessments and Placement Mark <u>FINAL</u>	End of placement	<ul style="list-style-type: none"> • Assessment of learning outcomes • Recommendation of placement mark (pass/fail)
Preceptor Evaluation of Course <u>POST-COURSE</u>	After student has left placement	Assessment of all aspects of course. Preceptor comments helpful in identifying changes needed or in reinforcing what is done well.

Formative Assessments: Assessment for Learning

The purposes of the formative assessments are to support the provision of specific feedback to students that can be used to improve learning and to provide specific feedback to preceptors that can be used to help improve their ability to instruct and guide student learning. Additionally, formative feedback is encouraged throughout the placement – this is to support learning.

After Week ONE

It is recommended students and preceptors discuss how things are going after week 1 (formerly called the Early Assessment). Items to be discussed at this time include:

1. Identify and address concerns
2. Promote feedback and discussion
3. Promote positive start to the placement
4. Initiate communication with the Faculty if there are concerns mentioned by either student or preceptor

Midpoint Student Performance Assessment

Students may receive grades of “Needs Improvement” at midpoint with the understanding that with more time, effort and practice the skills will be achieved. These ratings in combination with the midpoint student self-assessment serve as a basis for the preceptor to identify goals and expectations for the remainder of the placement. The preceptor includes these goals and expectations at the end of the midpoint assessment and discusses them with the student. Preceptors do not need to indicate a ‘pass’ at midpoint; this will only be required on the final evaluation.

Student Self-Assessments

Student Self-Assessments (SSA) are completed at the midpoint and at the end of the placement. Students rate their perceived level of ability on the same outcomes that preceptors assess them on. At midpoint students should identify the behavior, skills and knowledge that they need to focus on for the balance of the placement. Students should also provide written comments to support their ratings. Students must complete and submit the Midpoint Student Self-Assessment at least 1 day prior to the Midpoint Student Performance Assessment discussion to allow the preceptor to pre-review and compare ratings.

It is important that students reflect on their learning at the end of the placement and complete a final self-assessment. The final self-assessment does not need to be submitted in advance for preceptor review, but students must come prepared to discuss their perceived performance with their preceptor and discuss any discrepancies.



If you and/or your student is concerned that a grade of **Meets an Acceptable Level of Performance** may not be possible by the end of the placement, it is recommended that you award a grade of **Not Meeting an Acceptable Level of Performance at midpoint** and contact the course coordinator **immediately**. Your student is also encouraged to contact the Undergraduate Experiential Student Coordinator or the Course Coordinator.

Course Evaluation

End of the Placement

Course evaluations are used to provide summative evaluation of different aspects of course effectiveness. They also help the faculty identify areas of strength and those for improvement with the course, student preparedness, preceptors and sites. You will be invited to complete a post course evaluation survey at the conclusion of the course, to provide valuable insights, suggestions or request a call-back from Experiential Education course coordinators.

Student Assessment of Preceptor and Site

Your student will be completing and submitting (in CORE ELMS) the following of you.

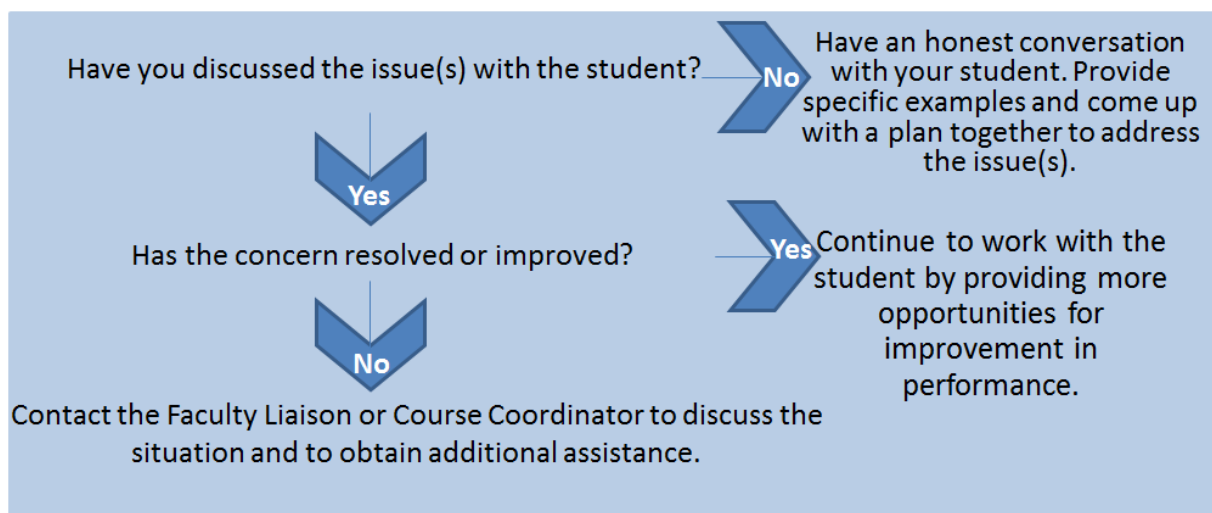
Document	Submission Timeframe	Comments
Student Evaluation of Preceptor	Midpoint and end of placement	<ol style="list-style-type: none">1. Promote feedback and discussion about placement strengths and concerns2. Identify goals for balance of placement/future placements and mechanisms to achieve
Student Evaluation of Preceptor and Site: Post-Course	End of Placement, after leaving the site	<ol style="list-style-type: none">1. Completed after student has left placement site2. Serves as a measure of quality assurance

Struggling Students or Students at Risk of Failing

Most students will complete their placement without any problems, however, we recognize that there may be situations where the student is not meeting expectations.

If your assessment of the student indicates **Needs Improvement to Reach an Acceptable Level of Performance**, provide the feedback and work with the student to develop a plan to address the areas. If no improvement is achieved in a timely fashion or the student is at risk of failing the course, the Faculty Liaison or PharmD Course Coordinator should be contacted. If you have provided ratings of **Not Meeting an Acceptable Level of Performance**, please contact the Faculty (course coordinator or faculty liaison) to discuss concerns and determine an action plan.

Consider the student's performance throughout the placement, and as soon as concerns are noted, take action. Please refer to the following diagram for direction.



Discuss the Concern with Your Student

Once a concern is identified, it is best to discuss first with the student. Engage the student in the discussion to provide your feedback and gain his/her perspective. Provide specific examples that illustrate your concern. Written feedback can help you clarify your concerns and will provide documentation if the situation warrants it. Additionally, students are required to include areas for improvement in their self-directed Learning Plan to demonstrate accountability for how they will show improvement, and document progress.

Some guiding questions to help direct the discussion with your student:

- What did you notice about the student's performance? Be specific.
- Why is it a problem?
- What are the consequences of the problem?
- Ask the student for clarification as to how they arrived at that action.
- How can the problem be resolved/dealt with?
- What behaviours or skills need to be learned or reinforced?
- How can the student avoid the same problem or alter his/her behaviour in the future?