**Resident Self-Reflection & Assessment Form - To be Completed After Each Teaching Session**

**Resident Name: \_Brandon Antinopoulos, PharmD\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teaching Session Title: \_EL4 Workshop – Performance Evaluation\_\_ Date: \_4/10/15\_\_\_\_\_\_**

**Type of Teaching: Lecture PBL Precepting Small Group Facilitation Other-Practium**

**What is your overall impression of this teaching session? Were there any extenuating circumstances you had to manage?**

I took the lead on developing this practicum for P2 students on evaluating performance, creating and end of the year report, and communicating your value proposition to others. I coordinated with two other session presenters which took 2 phone calls and multiple follow up emails to coordinate everything. One of the challenges to manage was keeping the students engaged. Towards the end of the day, students get a bit non-participatory which is understandable considering the long, full day they have for those CLIP workshop sessions. My co-presenters and kept asking questions of the student to share to elicit conversation.

**Discuss aspects that you feel did go well, citing your evidence.**

Rather than me telling the students about performance evaluations, it was beneficial to have an outside presenter who is an expert in evaluating pharmacists and being evaluated to speak on the real-life process. This helped with the relevance of the session for the students.

**Discuss aspects that you feel did not go well, citing your evidence.**

The last group we let go about 10 minutes early because we had already covered everything so quickly and couldn’t think of other conversation topics to keep everyone participating until the end.

**Is there anything you wanted to accomplish but were unable to do so? If so, what was it and was it critical?**

I wanted to have a way for the students to calculate their potential revenue generation for patient care services based on their “claims” data (pitt form) but the information they received did not clearly reflect the number of comprehensive medication reviews and targeted medication reviews/brief interventions. I don’t think it was critical to the learning of the importance of evaluating performance, but in my experience, you get a stronger reaction to the learning from students when you tie in real-life dollars to what they are accomplishing.

**What, if anything, would you do differently next time?**

I would prepare some “audibles” (football term for changes on the fly) to handle situations where students are not as participatory as desired in the learning activity. Also, have a clear understanding of the data they would be receiving for the session would’ve been beneficial to create the worksheet for them to complete.