**Patient Case Presentation Evaluation Form**

Student(s): Evaluator: Date:

Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Audience: Students \_\_\_\_x\_\_\_ Pharmacists \_\_\_x\_\_\_\_ Faculty \_\_\_\_\_x\_\_\_ Others (list):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5****Excellent** | **4****Developing****Excellence** | **3.5****Satisfactory** | **2****Needs Improvement** | **1****Unsatisfactory** |
| Student has excelled in performing the competency, works independently. Student has completed the work and exceeded activity requirements. | Student performed the competency very well, was above average in effectiveness and/or consistency. | Student performed the competency at an acceptable level. Assistance or guidance was occasionally necessary. | Student attempted but did not achieve competency in all areas. Needs improvement. | Unacceptable. Performance was below expectations. Needs significant improvement. |

In the table multiply the rubric score by the weight to get the category score.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria Categories** | **Rubric Score** | **Weight** | **Category****Score** |
| **5** | **4** | **3.5** | **2** | **1** |
| **Patient Case Presentation**  |  |  |  |  |  | **1** |  |
| * Patient identification, CC, HPI, pertinent histories, allergies, ROS, VS, PE, lab/test results, was clearly presented, and included a detailed chronology of events
* Demonstrates skill in case-based teaching (Ex: clear link between patient presentation and disease state presentation)
 |
| **Current Drug Therapy** |  |  |  |  |  | **1** |  |
| * Current and past medications categorized by indication, including off label uses
* Includes medication name, dose, route and frequency
 |
| **Disease State(s) Presentation** |  |  |  |  |  | **3** |  |
| * Explains pathophysiology as needed to understand major concepts for the main disease state and/or problem
* Explains signs and symptoms consistent with disease state
* Describes risk factors associated with disease state
* Includes appropriate diagnostic criteria if pertinent to the case
* Includes potential treatment options per current guidelines and/or available literature
 |
| **Literature Evaluation** |  |  |  |  |  | **4** |  |
| * Analyzed primary literature and discussed conclusions and appropriateness of interventions
* Demonstrates skill in case-based teaching (Ex: clear link between patient presentation and literature evaluation)
 |
| **Drug Therapy Assessment** |  |  |  |  |  | **4** |  |
| * If multiple disease states discussed, appropriately ranked medical problems in order of severity
* Facilitated the defined individual patient goal for disease state(s), whether the patient is at goal, and described rationale for how goal was determined.
* Identified any reasons why the patient may not be at goal
* Facilitated/Assessed/Critiqued patient's current drug regimen with regards to appropriateness, given patient and medication specific factors
* Demonstrates skill in case-based teaching (Ex: clear link between literature evaluation and drug therapy assessment)
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**Patient Case Presentation Evaluation Form (page 2 of 2)**

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| --- | --- | --- | --- |
| **Criteria Categories** | **Rubric Score** | **Weight** | **Category****Score** |
| **5** | **4** | **3.5** | **2** | **1** |
| **Drug Therapy Plan** |  |  |  |  |  |  |  |
| * Recommends appropriate plan
* Identified appropriate monitoring parameters of therapeutic effects (including the desirable endpoint and frequency of monitoring)
* Identified appropriate monitoring parameters of adverse effects (including frequency of monitoring)
* Demonstrates skill in case-based teaching (Ex: clear link between patient presentation, literature evaluation and drug therapy assessment and plan)
 | **4** |  |
| **Presentation Skills** |  |  |  |  |  | **2** |  |
| * Presentation was logically organized and information was clearly explained
* Delivery includes direct eye contact, avoidance of distracting mannerisms, voice projection and proper enunciation/pronunciation of medical terminology
* Explained unfamiliar terminology
* Demonstrated ability to present without “reading” notes
* Clearly, effectively, and confidently presented information
* Printed material and/or visual aids were well prepared, visually appealing and without grammatical or spelling errors and utilized effectively
* Effectively utilized the time allotted for the presentation
* The student was professionally attired
* The student was well prepared and exhibited command and thorough knowledge of the subject matter
* Presentation content matched the needs of the audience with an appropriate level of difficulty
 |
| **Question & Answer Session** |  |  |  |  |  | **1** |  |
| * Demonstrated a sound knowledge base of patient and their disease states (e.g., pathophysiology, clinical presentation, diagnosis, appropriate treatment)
* Demonstrated sound knowledge base of patient’s medications, including but not limited to pharmacology, pharmacokinetics, administration, dose, adverse effects, monitoring parameters, patient education and counseling points.
* Able to understand and address questions in an objective and factual manner using data / evidence / literature
* Answered questions effectively
 |
| **Total Score** (out of 100) |  |

**Comments:**