

NATIONAL COLLABORATIVE PRESCRIBING PROGRAMME
ASSESSMENT RUBRIC FOR DRUG MONOGRAPH AND CLINICAL APPLICATION OF DRUG USE

Trainee's Name: _____ Institution: _____

Name of Drug: _____ Date: _____

The drug is an item in presenter's personal formulary: Yes No, reason _____

Criteria	Needs improvement (NI)	Meets expectation (ME)	Exceeds expectation (EE)	Grade
Content and information	Either insufficient or excessive; literature review is inadequate or excessive; assessor is unable to decipher important points either because there is insufficient or too much information	Adequate; literature review is adequate; assessor understands important points because the amount of information is just right	Appropriately in-depth; literature review is high-yield for learners; assessor understands important points and nuances in differentiation, safety etc.	
Knowledge and understanding[1]	Facts[2] and concepts[2] are presented without clarification of inter-relationships; assessor is unable to discern the links between facts and concepts	Facts, concepts and inter-relationships are presented; assessor discerns the links between facts and concepts	Facts, concepts and inter-relationships are prioritised in the presentation; assessor discerns the links between facts and concepts, and their relative importance	
Contextualisation and application	Applies use of the drug with some difficulty; unable to individualise therapy for specific patient groups; analysis and/or application thought processes have some ambiguities or gaps	Applies use of the drug to specific patient groups; explains the unique characteristics of the drug with respect to the patient groups; analysis and/or application thought processes are clear and logical	Applies use of the drug to specific patient and population groups; explains the unique characteristics of the drug and its impact on community and/or population; analysis and/or application thought processes are clear, logical and inspires learners to emulate	
Presentation style and management of Q&A	Disorganised; poor use of AV aid; does not listen actively and/or comprehend questions; does not respond in a way that facilitates understanding	Organised; good use of AV aid; listens actively to questions; response facilitates understanding and learning	Organised and stylish; expert use of AV aid; listens actively and probes effectively; response triggers learners to explore the subject further	
Overall	Presentation has omissions and/or inaccuracies of concern. Often formulaic in approach and unable to contextualise to patient care. Struggled with the presentation or appeared disorganised and unpractised. Presenter is unfamiliar with the drug.	Presentation is of a satisfactory standard with minimal or no omissions / errors. May be formulaic in approach at times e.g. not quite contextualised to patient care. Presentation is organised and adequately engaging. Presenter is familiar with the drug.	Presentation is of a high standard without any omissions / errors. Approach is that of a content expert. Presentation is completed confidently and fluently. Presenter has deep knowledge of the drug.	

[1] Bloom's taxonomy of learning domains, available at <http://www.nwlink.com/~donclark/hrd/bloom.html>

[2] Fact = specific and unique data or instance; Concept = a class of items, words, or ideas that are known by a common name, includes multiple specific examples, shares common features

Assessor's name: _____ Signature: _____