


Pharmacy Professional Growth Pathway

	 Below expectation for any year Insufficient	Minimum expectation for YEAR 1 Emerging	Minimum expectation for YEARS 2 & 3 Growing	Minimum expectation for YEAR 4 Competent	Lifelong learning Exceeding
Initiative	Takes no initiative and/or needs significant prompting and/or does not respond to prompting	Requires prompting to undertake new tasks, offers help to fulfill familiar tasks	Offers to fulfill tasks, may require prompting to undertake new tasks, asks to try a variety of more advanced tasks	Fulfills tasks without prompting, seeks opportunity to learn and demonstrate knowledge and skills with very little prompting	Takes initiative and responsibility for all tasks and learning opportunities without prompting
<i>Learner POV</i>	<i>"I need significant prompting."</i>	<i>"I require demonstration of a new task I haven't tried before. I attempt to help with tasks I know how to do."</i>	<i>"I seek out a variety of opportunities to practice and try new things and ask for help when needed."</i>	<i>"I know what needs to be done and I do it without prompting."</i>	<i>"I self-manage my time and lead by example by completing what needs to be done, and more."</i>
<i>Preceptor POV</i>	<i>"I have to prompt for the same things many times."</i>	<i>"I observe them taking initiative to complete the tasks they know how to do, and I identify new things to show them."</i>	<i>"I observe them taking initiative to complete the tasks they know how to do, and I show them new things when asked."</i>	<i>"I offer prompting only for urgent, novel, or challenging situations."</i>	<i>"I do not need to be there to direct their learning."</i>
Knowledge and Skills	Knowledge and skills are deficient to safely make decisions and/or lacks awareness of limitations and/or lacks self-direction when knowledge gap is identified	Knowledge and skills are at a beginner level and limited to remembering and understanding simple concepts mostly based on "textbook knowledge" or "lab skills" and are not yet connected to real-world practice, may not yet be aware of own limitations	"Textbook knowledge" and "lab skills" are applied to real-world practice after modeling and observation by others, demonstrates application of knowledge in isolated concepts but connecting concepts together is a growing skill, aware of limitations	Knowledge and skills are applied to increasingly complex situations and no longer requires modeling for each task, connects concepts together to understand the whole situation, identifies and discusses limitations and seeks out new knowledge	Knowledge and skills are applied consistently with proactive management of limitations and knowledge gaps, connects concepts together holistically, creates new knowledge and skills independently
<i>Learner POV</i>	<i>"I have challenges applying the things I've learned in classes and labs to real-world practice. I am struggling to fulfill what is expected of me. I require constant guidance, coaching, and oversight."</i>	<i>"I recall things I've learned in classes and labs and am starting to apply that to real-world practice with the guidance of my preceptor. They often have to show me step-by-step how to do something before I try on my own. I don't know what I don't know."</i>	<i>"I apply the things I've learned in classes and labs to real-world practice with some guidance from my preceptor. I am starting to become aware of how much I don't yet know."</i>	<i>"I examine the things I've learned in classes and labs as I apply and adapt them to new situations. I do most things on my own while my preceptor supervises and provides some advice about how to do things better. I am aware that I am gaining competence."</i>	<i>"I am very comfortable applying and adapting the things I've learned in classes and labs. I independently create new knowledge and skills based on my professional needs and interests."</i>
<i>Preceptor POV</i>	<i>"I do not see a demonstration of accurate and sufficient knowledge and skills. This places extraordinary demands on me to fill in the gaps."</i>	<i>"I have to model skills and application of knowledge step-by-step."</i>	<i>"I help connect their knowledge gained from classes and labs to real-world practice by asking probing questions."</i>	<i>"I help them see the big picture, and just finesse their skills, as needed."</i>	<i>"I validate the knowledge and skills they already have."</i>
Judgement & Decision-making	Inappropriate and/or unsafe and/or erratic judgement	Incomplete* and/or slow judgement *Is not optimal, but decision would not cause patient harm or treatment failure	Mostly* appropriate judgement *Is not optimal, but decision would not cause patient harm or treatment failure	Appropriate judgement, logically justified decision with very minimal addition from preceptor	Appropriate and confident judgement, well-justified and timely decision
<i>Learner POV</i>	<i>"I make decisions that could cause harm. My preceptor has had to intervene to avoid consequences of my decisions."</i>	<i>"I make decisions with help. I may not be aware of the implications of my decisions. My preceptor talks me through the decision-making process step-by-step."</i>	<i>"I make decisions based on the information I have. My preceptor helps clarify my thinking or decision by asking some follow up questions."</i>	<i>"I make informed decisions by considering the whole situation. I can provide rationale to justify my decision."</i>	<i>"I make informed, accurate, and confident decisions. I reflect on and account for my biases and limitations."</i>
<i>Preceptor POV</i>	<i>"I have to intervene to avoid consequences of their decisions."</i>	<i>"I lead the decision-making process. I have to explain in detail the potential outcome(s) of the decision."</i>	<i>"I encourage them to explore more information and/or consider other options with probing questions."</i>	<i>"I follow along with their decision-making process and provide insight from my experiences, when necessary."</i>	<i>"I validate and respect their judgement and decision-making process."</i>