



Competency Assessment Checklist

A pre- and post-training evaluation tool for pharmacist counselling skills, scored against the CONNECT-6 framework.

Instrument 27 observed behaviours **Scoring** YES = 1, NO = 0 **Mode** Direct or recorded observation

EVALUATOR

PHARMACIST ID

DATE

PRIOR MI TRAINING EXPERIENCE

☐ Yes ☐ No

ASSESSMENT PHASE

☐ Pre-training ☐ Post-training

SCORING INSTRUCTIONS

- Mark **YES** only if the behaviour is clearly and effectively observed.
- Mark **NO** if the behaviour is absent or performed inadequately.
- **YES = 1 point, NO = 0 points.** Enter each subtotal in the row provided, then carry both to the total.

PART 1 Foundational Skills

7 items · observed throughout

MI spirit and OARS — assessed across the whole consultation rather than at one moment.

MI SPIRIT & OARS ASSESSMENT ITEM		YES	NO
F.1	Partnership: Acted as a collaborative partner, not just an expert (“we” vs. “you should”).	☐	☐
F.2	Acceptance: Remained non-judgmental and respected the patient’s perspective.	☐	☐
F.3	Evocation: Drew out the patient’s own ideas and motivations for change.	☐	☐
F.4	Open-Ended Questions: Consistently used questions starting with “What,” “How,” or “Tell me about...”	☐	☐
F.5	Affirmations: Recognized the patient’s strengths or efforts (e.g., “That’s a great point.”).	☐	☐
F.6	Reflective Listening: Paraphrased or reflected the patient’s statements to show understanding.	☐	☐
F.7	Summaries: Used summaries to link ideas or confirm understanding at key points.	☐	☐
SUBTOTAL — FOUNDATIONAL SKILLS		_____ / 7	

Patient-centred medication counselling, in the order the behaviours typically appear in the consultation.

	OBSERVED BEHAVIOUR	YES	NO
1	Greeted the patient warmly, using their preferred name.	☐	☐
2	Introduced self and clearly explained the purpose of the consultation.	☐	☐
3	Started the conversation with a broad, open-ended question.	☐	☐
4	Assessed the patient's Importance of change (e.g., using a 0–10 scale).	☐	☐
5	Used an appropriate follow-up question to elicit “change talk” (e.g., “Why a 7 and not a 4?”).	☐	☐
6	Assessed the patient's Confidence in their ability to make the change.	☐	☐
7	Used open-ended questions to explore the patient's challenges or concerns.	☐	☐
8	Effectively explored at least one key barrier to adherence (e.g., beliefs, side effects, cost, routine).	☐	☐
9	Provided a summary of the identified barriers to confirm understanding with the patient.	☐	☐
10	Elicited what the patient already knew or asked permission before providing information.	☐	☐
11	Provided information that was clear, concise, and free of medical jargon.	☐	☐
12	Elicited the patient's reaction to the information (“What are your thoughts on that?”).	☐	☐
13	Confirm the patient's understanding of a critical point.	☐	☐
14	Asked for the patient's ideas first before offering professional suggestions.	☐	☐
15	Offered suggestions as a menu of options rather than as directives.	☐	☐
16	The final plan was co-developed with active participation from the patient.	☐	☐
17	The agreed-upon action plan was Specific and clear (SMART).	☐	☐
18	Summarized the final plan at the end of the consultation.	☐	☐
19	Arranged for a specific follow-up (e.g., “Let's check in at your next refill...”).	☐	☐
20	Ended the session with a genuine statement of encouragement or affirmation.	☐	☐
SUBTOTAL – TECHNICAL AND BEHAVIOURAL COMPONENTS		_____ / 20	

COMPOSITE SCORE

Total observed competency

Part 1 _____ + Part 2 _____ = _____ / 27

Strengths observed

Quote or describe specific moments — what the pharmacist said, and what it achieved.

Areas for improvement

Give one or two specific, actionable suggestions rather than a general rating.

EVALUATOR SIGNATURE

DATE

About this instrument. Competency assessment checklist accompanying the CONNECT-6 framework, for pre- and post-training evaluation of pharmacist counselling skills. Item wording and numbering follow the published supplement; scored out of 27.

Source framework. Hassan F, Hatah E, Balan S, Jagan N, Abdul Majid HS, Wan Abdul Samad WUS, Arsad A. Shifting pharmacist medication counselling from directive monologue to collaborative dialogue using the CONNECT-6 framework: a mixed-methods pre–post interventional validation study. *Research in Social and Administrative Pharmacy*. 2026;22(7):764–774. doi:10.1016/j.sapharm.2026.03.008

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