

Professional Seminar PYPP 5690

Course Syllabus 2011 - 2012

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Course Description

- A. *Purpose:* This course is intended to develop a student's ability to evaluate and synthesize pertinent literature and effectively communicate a pharmacotherapy-related topic in a professional manner. The student will present a platform presentation on a pharmacotherapy issue approved by the faculty advisor. Students will be expected to utilize an effective delivery style and present information in an accurate and in-depth manner. Specific guidelines for the platform presentation will be detailed in the Platform Presentation Manual.
- B. *Relationship to the practice of Pharmaceutical Care:* The aim of this course is to encourage students to be self-directed, critically reflective and competent in skills essential to providing optimal patient care and maintaining an effective pharmacy practice. More importantly, it will prepare students for the challenge of communicating within the profession of pharmacy. As pharmacists transition to a model of practice incorporating Pharmaceutical Care, they will encounter unique challenges and identify strategies for resolving therapeutic problems. Sharing this information with colleagues is a necessary component of pharmaceutical care.
- C. *Learning Process:* **Self-directed**, longitudinal project with faculty and affiliate faculty-assigned advisors.

Credit Hours

1 credit hour

Pre-Requisites

Fourth-year students who have satisfactorily completed the School of Pharmacy curriculum through the third-professional year as outlined in the current Auburn University undergraduate and graduate bulletin.

Advisors

An advisor will be assigned to each student to provide guidance during the year for the platform presentation. Advisors will be assigned based on the region in which the student completes his/her advanced pharmacy practice experience.

General Ability Outcomes Addressed in this Course (See Attachment A)

- Maintain and Enhance Competence Through Self-Initiated Learning
- Develop Practice and Leadership
- Participate in Public Health and Professional Initiatives and Policies
- Advance the Profession

Course Objectives Upon completion of this course, the student shall exhibit the applicable knowledge, skills, and attitudes in the course abilities-based outcomes as listed in **Attachment A**.

Textbooks

Required (will be provided at orientation in May 2011 and available on the OEL website)

- 2011-2012 Pharmacotherapy Clinical Seminar Platform Manual

Method of Instruction

Orientation

At the beginning of the fourth-professional year, the course coordinators will meet with the students during an orientation session to discuss the platform in detail. This meeting is mandatory unless the course coordinators excuse a student from attending. The primary method of communication between students and the course coordinators during the year will be electronic. Information for the course will be accessible through E-Value and the Office of Experiential Learning's website. E-mail will be sent only to Auburn University accounts. It is the student's responsibility to check their Auburn University e-mail account for e-mails from course coordinators, regional coordinators, and advisors throughout the year.

Platform Presentation Activities

Each student will be required to present a **30 minute** platform presentation. The content of the platform presentation should emphasize the synthesis and evaluation of literature pertaining to a specific-pharmacotherapy topic. Multiple presentation formats are acceptable based upon the selected topic. Students are expected to initiate dialogue with faculty advisors in a timely fashion to discuss possible presentation topics, presentation style, and to review the presentation outline and computerized audio visual aids. PowerPoint slides are required. Presentation dates will be assigned by regional coordinators and provided to students by June 30, 2011. The platform presentation must be completed by April 1, 2012. The following timetable is expected:

- **Topic approval** 6 weeks prior to presentation.
- **Outline approval** 1 month prior to presentation.
- **Preliminary slide review** 2 weeks prior to the presentation.
- ***Please realize that these are MINIMUM deadlines you are expected to meet and your regional coordinator may require earlier deadlines that would supersede these. ********
- **Failure to meet established deadlines may be documented by faculty advisors in E-value using the Professionalism Assessment Form.**

Students are responsible for providing copies of PowerPoint slides, bibliography, and evaluation forms for the entire audience. Teaching techniques should be used that are appropriate to the objectives, content, and audience to maximize their involvement and learning.

Assignment of Advisors

Platform advisors are faculty members, both affiliate and full-time, as well as preceptors at sites throughout the state who are scheduled to precept students assigned as their advisees during the APPE year or at least have interaction with the students through their rotations. Platform advisors will be assigned by regional coordinators and will be provided to students by June 30, 2011.

Methods of Evaluation

- Each presentation will be evaluated collectively by all faculty and/or preceptors attending the presentation. **Successful completion of this course requires the student to meet competency in each of the platform categories detailed on the evaluation form (Attachment B).** These categories are as follows: Introduction to Seminar, Background and Rationale, Seminar Content, Summary of Presentation, Ability to Answer Questions, Organization, Delivery of Presentation, and Printed & Audiovisual Materials. A grade of **Satisfactory (S)** will be assigned for successful completion of this course.
- Students failing to meet competency in any area will be required to repeat their platform presentation within 4 weeks or as deemed appropriate by the regional coordinator, advisor, and/or course coordinators. Students will be required to repeat platform presentation(s) until they achieve competency in all areas. The advisor, regional coordinator, and/or course coordinator will determine what is appropriate when a presentation should be repeated with regard to re-presenting the same topic or whether a new topic with a new timeline will be necessary.
- **Course requirements not completed successfully prior to University deadlines for grade submission at the end of the Spring semester will result in a grade of Unsatisfactory (U) or In Progress (IP), delayed graduation, and additional course work.**

Self-Assessment

Each student's platform presentation will be recorded. Students are responsible for reviewing the recording of their presentation and completing a platform presentation self-evaluation. Students should be aware that they must include comments to support the ratings they mark on the evaluation form. Students are responsible for setting up a time to meet with their advisor to discuss their performance during the platform presentation and to receive their platform grade (S/U). If the student does not meet with their advisor to discuss their self-evaluation or if they do not have quality comments to support their ratings, their platform grade submission will be withheld from the University.

Course Policies:

Attendance:

- Students are required to attend all scheduled platform presentations in their assigned regions unless they are out of the area on rotations or have an excused absence. Students must request and obtain an excused absence from the regional coordinator prior to the presentation they will miss. In the case of absences for medical reasons, students must notify the regional coordinator of their illness at the earliest possible time. The regional coordinator may require medical documentation of illness if he/she believes this to be necessary.
- **Unexcused Absence** – Unexcused absences will be documented by the regional or course coordinators in E-value using the Professionalism Assessment Form. One unexcused absence will be rated as "Needs Significant Development"; subsequent unexcused absences will be rated as "Remediation Required." Unresolved problems regarding attendance will be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.

Re-scheduling Presentations:

- A method and timetable for rescheduling presentations missed during excused absences will be determined by both the advisor and regional coordinator within one week of the end of the excused absence.

Academic Dishonesty:

A professional demeanor is expected at all times during presentations. Students who are disruptive or uncivil during their own or a peer's presentation will have a professionalism assessment completed by their assigned mentor or faculty member who witnessed the unprofessional behavior.

Students are reminded that their actions are governed by the Harrison School of Pharmacy's Honor Code. Students suspected of plagiarism or other forms of academic dishonesty will be referred to the Honor Board.

Professionalism:

Students are expected to display professional attitudes and behaviors during all activities involved in completion of this course. This includes professional behavior during platform presentations. Students who are disruptive or uncivil during their own or a peer's presentation will have a professionalism assessment completed by their assigned mentor or faculty member who witnessed the unprofessional behavior.

Exemplary as well as problematic professionalism incidents may be documented in E-value using the Professionalism Assessment Form. In accordance with the Professionalism Assessment Policies, any student receiving at least 2 ratings of "Needs Significant Development" (NSD) or 1 rating of "Remediation Required" (RR) cumulative will be reviewed by the Office of Academic and Student Affairs and may be reviewed by the Committee on Academic Requirements and Professionalism. Actions may include remediation, development of a Professionalism Contract, filing charges with the Harrison School of Pharmacy (HSOP) Honor Board, and/or dismissal from HSOP. Further information may be found in the Professionalism Assessment Policies located on the HSOP – Doctor of Pharmacy Program website.

Grievances:

Students who feel they are receiving unsatisfactory faculty advising should contact the course coordinator immediately. Any unresolved problems between a student and a participating faculty member concerning the application of course policies should be reported first to the course coordinator. Any subsequent problems

concerning course policies, procedures and grading should be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.

Special Needs:

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Attachment A (Abilities-Based Outcomes)

Outcomes	Tasks (Level)	Instructional Methods	Methods for Assessment
<p>Maintain and Enhance Competence Through Self-Initiated Learning <i>(Maintenance of individual competence via self-initiated learning is a core responsibility of professionals)</i></p>	<p>Review and critically evaluate the literature to keep current on therapeutic / practice issues (Level 1)</p> <p>Use regular self-assessment and peer assessment to identify learning needs and self-directed learning efforts (Level 1)</p> <p>Identify and use resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, and listservs) (Level 1)</p>	<ul style="list-style-type: none"> • Advisor/Student reflective discussions • Oral presentation • Comprehensive literature search • Completion of the platform presentation 	<ul style="list-style-type: none"> • Platform Presentation Evaluation Form
<p>Develop Practice and Leadership <i>(Graduates are expected to exhibit leadership qualities in developing and improving their practices and their own careers)</i></p>	<p>Establish professional credibility, demonstrating professionalism (Level 2)</p>	<ul style="list-style-type: none"> • Advisor/Student discussions • Responsibilities and interaction during advisor/student meetings • Interaction with audience during platform presentation 	<ul style="list-style-type: none"> • Platform Presentation Evaluation Form

Continued

Outcomes	Tasks (Level)	Instructional Methods	Methods for Assessment
<p>Participate in Public Health and Professional Initiatives and Policies <i>(Participation in such activities is essential to the public well being and the profession of pharmacy)</i></p>	<p><i>Educate the public and other health professionals to improve health promotion and disease prevention</i> (Level 1)</p>	<ul style="list-style-type: none"> • Presentation of platform and interaction with audience 	<ul style="list-style-type: none"> • Platform Presentation Evaluation Form
<p>Advance the Profession <i>(Graduates are expected to actively work to advance the profession of pharmacy and the pharmaceutical care model of practice)</i></p>	<p>Educate current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility, and maintain effective working relationships (Level 1)</p> <p>Establish and maintain professional collaborations (Level 1)</p> <p>Evaluate own and peer's behavior against professional standards and take appropriate actions (Level 1)</p> <p>Advocate professional improvements (Level 4)</p>	<ul style="list-style-type: none"> • Presentation of platform and interaction with audience 	<ul style="list-style-type: none"> • Platform Presentation Evaluation Form

Attachment B (Professional Seminar Evaluation Form)

Student: _____ Evaluator: _____ Date: _____

Introduction to Seminar, Background and Rationale

Highest Distinction: _____

- Clearly articulated the goals and objectives
 - Objectives stated what the audience members should be able to do after the presentation rather than an outline
- All goals and objectives were appropriate for the content of the seminar
- Captured the attention of the audience by heightening their interest in the topic
 - Eg, article(s) in news, relates to patient provided care, personal experience, controversial topic, ground breaking area of research
- Background information clearly focused/related to the clinical question
- Clearly stated the clinical question
- Information and data included were accurate

Competent: _____

- Articulated goals and objectives for the seminar
- Most goals and objectives were appropriate for the content of the seminar
- Attempted to capture the attention of the audience by heightening their interest in the topic
- Background information was related to clinical question
- Clearly stated the clinical question
- Information and data included were accurate

Failed to achieve competency: _____

Comments:

Seminar Content

Highest Distinction: _____

- The literature search of the topic was complete
 - All pertinent studies included
 - The student identified and considered all relevant studies
 - The student clearly and adequately explained the rationale for selection of trials included in the presentation
- Consistently compares and contrasts data from several sources
- The student clearly explains the trials:
 - Study goal(s)/objectives
 - Methodologies
 - Trial design
 - Trial outcomes/endpoints
 - Treatment(s)
 - Inclusion/exclusion criteria
 - Statistical analysis
 - Results
- The student thoroughly:
 - Identified all and explained major strengths and weaknesses of trials
 - Assessed and critiqued the methodologies and statistical analyses
 - Drew own conclusions and contrasts them with the authors'
 - Students own conclusions about trials were correct

Competent: _____

- The literature search of the topic was complete
 - One or more minor studies missing
 - The student attempted to identify and consider relevant studies
 - The student provided rationale for selection of trials included in the presentation
- Attempted to compare and contrast data from several sources
- The student reported the trials':
 - Study goal(s)/objectives
 - Methodologies
 - Trial design
 - Trial outcomes/ endpoints
 - Treatment(s)
 - Inclusion/exclusion criteria
 - Statistical analysis
 - Results
- The student:
 - Correctly identified most strengths and weaknesses of trials
 - Assessed and critiqued the methodologies and statistical analyses
 - Drew own conclusions and contrasts them with the authors'
 - Students own conclusions about trials were correct

Failed to achieve competency: _____

Comments:

Summary of Presentation

Highest Distinction: _____

- Accurately and thoroughly discussed the clinical application of the information presented
- Made specific, evidence-based recommendations to patient care based on what was included in the presentation
- If pertinent, the information presented was compared to consensus statements/guidelines
- Made specific recommendations for future research
 - Eg, area/data that was missing and clinically needed
- Appropriately answered the clinical question and supported it with data

Competent: _____

- Discussed the clinical application of the information presented
- Made evidence-based recommendations to patient care based on what was included in the presentation
- If pertinent, the information presented was compared to consensus statements/guidelines
- Made recommendations for future research
- Appropriately answered the clinical question and supported it with data

Failed to achieve competency: _____

Comments:

Ability to Answer Questions

Highest Distinction: _____

- Clearly, concisely and accurately answered a majority of questions on both general and specific points about the topic.
- Fully expounded on information presented in the platform, when asked.
 - Eg, utilized specific data from the trials presented and additional trials if appropriate
- Answers corresponded with thorough understanding of the topic
- If did not know an answer to a question, logically theorized to develop an answer when appropriate. Identified answer as such.

Competent: _____

- Clearly and accurately answered questions on general points about the topic.
- Expounded on information presented in the platform, when asked.
 - Eg, knew more information than data presented (guidelines, position statements, disease state and drug knowledge)
- Answers corresponded with expected understanding of the topic
- If did not know an answer to a question, attempted to theorize to develop an answer when appropriate. Identified answer as such.

Failed to achieve competency: _____

Comments:

Delivery of Presentation

Highest Distinction: _____

- Consistently maintained direct eye contact throughout presentation
- Fluent delivery
 - Used pauses only when appropriate
 - Smooth transitions were made when moving to new points of discussion
 - Able to deliver presentation with minimal use of notes
- Consistently used appropriately professional phraseology
- Consistently used appropriate enunciation
- Used appropriate rate and inflection in delivery of presentation
- Absence of obvious nervousness
- Appropriately used laser pointer, if applicable
- Was professional in appearance
- Absent of distracting mannerisms throughout the presentation (eg, chewing gum, playing with objects in pockets, slinging hair, hands on hips, leaning on podium, etc)

Competent: _____

- Maintained direct eye contact with audience greater than notes
- Fluent delivery
 - Usually paused when appropriate
 - Attempted to make transitions when moving to new points of discussion
 - Able to deliver the presentation without reading slides word for word
- Used appropriate professional phraseology
- Used appropriate enunciation, with only a few mistakes
- Was professional in appearance
- Mannerisms do not detract from the presentation (eg, chewing gum, playing with objects in pockets, slinging hair, hands on hips, leaning on podium, etc)

Failed to achieve competency: _____

Comments:

Organization

Highest Distinction: _____

- The audience was clearly oriented to all figures and tables
- Figures and tables were clearly explained
- Presented information in a logical and understandable sequence
- The length of the presentation was 30 to 35 minutes

Competent: _____

- The audience was clearly oriented to most figures and tables
- Figures and tables were explained
- Presented information in a logical and understandable sequence
- The length of the presentation was greater than 25 minutes and less than 40 minutes

Failed to achieve competency: _____

Comments:

Printed & Audiovisual Materials

Highest Distinction: _____

- Slides were completely free of typographical and spelling errors
- Slides were clear and easy to read (Eg, readable font size, quantity of information on slides)
- Information on slides was accurately cited for each slide (via footnote or citation)
- Appropriate attribution on all tables and figures
- Bibliography was provided in handout
- Bibliography was formatted according to Uniform Requirements for Manuscripts submitted to biomedical journals

Competent: _____

- Typographical and spelling errors were not distracting to presentation
- Slides were clear and easy to read (Eg, readable font size, quantity of information on slides was not distracting to presentation)
- Appropriate attribution on tables and figures
- Bibliography was provided in handout
- Bibliography was formatted according to Uniform Requirements for Manuscripts submitted to biomedical journals with few errors

Failed to achieve competency: _____

Comments:

Overall Global Assessment:

Highest Distinction: _____ (*four or more of the seven domains are assessed to be highest distinction, one of which must be seminar content*)

Competent: _____ (*all domains are assessed as either highest distinction or competent*)

Failed to Achieve Competency: _____ (*one or more of the seven domains are assessed to be fails to achieve minimum competency*)

Comments: