

# **Professional Seminar Platform Presentation Manual**

**May 2012 - April 2013**

**Auburn University  
Harrison School of Pharmacy**

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## **Description**

***Professional Seminar Platform Presentation*** - This project begins during the last year of pharmacy school (P4 year) while students are involved in the Advanced Pharmacy Practice Experience (APPE). As students progress through APPE, they will identify relevant topics or therapeutic controversies pertinent to the profession of pharmacy. Students will identify a topic, research the topic, and prepare a PowerPoint presentation that will be presented to students, faculty, and pharmacists in their assigned region. Students will have the support of an advisor. The platform presentation will provide students with the opportunity to share pertinent therapeutic issues and information identified in clinical practice with peers, faculty, and pharmacists as well as other health care professionals. The platform presentations offer an opportunity for students to practice sharing pertinent therapeutic information in the form of a formal verbal presentation, which they may find themselves doing in the future. The project should instill the importance of communicating drug information within the profession of pharmacy.

## **Purpose**

The aim of the professional seminar course is to encourage fourth year pharmacy students to be self-directed and critical thinkers about topics related to drug therapy, which ultimately impacts patient care. Within the current profession of pharmacy it is essential that practitioners be able to verbally communicate effectively. Through the APE, students are required to communicate with patients, peers, preceptors, and other health care providers on a regular basis. However, it is also important for students to be able to analyze current literature and apply it to patient care. The platform presentation gives students the opportunity to apply all of these skills in a formal presentation setting. This presentation will help prepare PharmD graduates with skills needed to effectively communicate up-to-date drug information with other pharmacists and health care providers.

## Ability Outcomes and Objectives

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"> <li>• Advisor/Student reflective discussions</li> <li>• Oral presentation</li> <li>• Comprehensive literature search</li> <li>• Completion of the platform presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Seminar Evaluation Form</li> </ul>
<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"> <li>• Advisor/Student discussions</li> <li>• Responsibilities and interaction during advisor/student meetings</li> <li>• Interaction with audience during platform presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Seminar Evaluation Form</li> </ul>

**Ability Outcomes and Objectives**

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 wellbeing and the profession of pharmacy)</i></p>	<p>Educate the public and other health professionals to improve health promotion and disease prevention (Level 1)</p>	<ul style="list-style-type: none"> <li>• Presentation of platform and interaction with audience</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Seminar Evaluation Form</li> </ul>
<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"> <li>• Presentation of platform and interaction with audience</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Seminar Evaluation Form</li> </ul>

### **Professional Seminar Advisors**

Professional Seminar 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 APE year or at least have interaction with the students through their rotations. Advisors will provide guidance throughout the year by assisting with the review and approval of platform topics, review of slide presentations, as well as determining if the assigned student(s) followed the timeline established for the platform presentation. A complete list of office addresses including telephone numbers and email addresses for the advisors are provided on E-Value. ***If you have questions that your advisor cannot answer, please contact your regional coordinator not OEL.***

### **Attendance at Peer Presentations**

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 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 on the Auburn University Policies website at <https://sites.auburn.edu/admin/universypolicies/Policies/StudentAcademicGrievancePolicy.pdf> .

### **Project Timeline and Activities (Please see Appendix A—“Professional Seminar Activity Checklist”)**

Students are expected to initiate dialogue with their advisors in a timely fashion in order to meet all deadlines, to discuss possible presentation topics and presentation style, and to review the presentation outline and computerized audio visual aids (slides are required).

***Please realize that the following deadlines outlined are minimum deadlines you are expected to meet and your regional coordinator and/or advisor 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. In addition, your presentation may be subject to not being reviewed by your advisor.***

***Topic Approval:*** Each student must receive approval from their advisor **at least 6 weeks prior** to their scheduled presentation. The topic should involve a pharmacotherapy issue that students have researched, synthesized, and evaluated using the biomedical literature. However, the topic should be a specific pharmacotherapy issue such that it can be covered in a half-hour presentation (30 minutes).

***Please see Appendix B for “Choosing a Professional Seminar Topic.”***

***Outline Approval:*** After the pharmacotherapy topic is approved, each student should complete a comprehensive literature search (***Please see Appendix C for “Tips for Conducting a Literature Search and Choosing Appropriate Primary Literature to Review in the Presentation”***). Some advisors may require students to complete a literature search and submit the primary literature they intend to present prior to topic approval. An outline of the student’s platform presentation should then be completed and submitted to his/her advisor for assessment and feedback. Students should submit an outline to their advisor **at least 1 month** prior to their scheduled presentation. Students are strongly encouraged to include the presentation objectives in their outline (***Please see Appendix D for “Tips for Writing Education Objectives”***).

***Preliminary Slide Review:*** Once feedback has been provided and the outline has been approved, students should submit their preliminary slides (PowerPoint presentation) and complete bibliography **at least 2 weeks prior** to their scheduled presentation.

***Platform Presentation:*** Students are responsible for having computerized audio visual aids (i.e. a PowerPoint presentation) for their presentation. Students should make any technical arrangements for the presentation. Be sure to verify whether you need to bring a laptop computer or whether the site has the equipment necessary. Teaching techniques should be used that are appropriate to the objectives, content, and audience to maximize their involvement and learning. Failure to present your presentation on the date assigned by your regional coordinator without an excused absence will result in failure of the course. Excused absences must be approved by the course coordinators.

**Platform Handout:** Students are responsible for providing copies of their PowerPoint slides in handout form, a complete bibliography attached as a Word document at the end of the PowerPoint handout, and evaluation forms for the entire audience. The bibliography should be formatted according to the Uniform Requirements for Manuscripts Submitted to Biomedical Journal—available at: [http://pharmacy.auburn.edu/oel/pdf/sample\\_how\\_to\\_reference.pdf](http://pharmacy.auburn.edu/oel/pdf/sample_how_to_reference.pdf), on the OEL website under, “Sample Referencing for Biomedical Journals”. The bibliography should be completed in a Word document, not included in the PowerPoint slides. **(Please see Appendix E for “Referencing Your Presentation.”)**

### **Methods of Evaluation**

The presentation grade will be determined by a collective evaluation completed by all faculty and/or preceptors attending the presentation. All students attending platform presentations will be expected to complete a peer-evaluation using the professional seminar evaluation form, including comments justifying the rating, to provide peer feedback.

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 category detailed on the evaluation form (Appendix F).** These categories are as follows: Introduction to Seminar, Background and Rationale; Seminar Content; Conclusion; Ability to Answer Questions; Delivery of Presentation; Organization; 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) and 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. If a student fails to achieve competency on the second platform presentation, he/she must submit a written request via e-mail for additional opportunities to the course coordinators within 10 days of notification of failure of the second platform presentation. The course coordinators will review evaluations from both platforms, comments from the student’s advisor, and any professionalism assessments related to the course. Reasons for denial of the

request may include, but are not limited to, failure to keep deadlines or lack of professional behavior. Denial of the request will result in the assignment of an Unsatisfactory (U) for the course.

**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.**

Each student's platform presentation will be recorded. Students are responsible for reviewing the recording of their presentation and completing a professional seminar 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 professional seminar 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.

### **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.

### **Disability Accommodations**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

# ***Appendix A***

## **Professional Seminar Activity Checklist**

**Professional Seminar Activity Checklist**

Activities	Deadline Date	Date Completed
Initial Literature Search (6-8 weeks prior to assigned presentation date)		
*Topic Approval (6 weeks prior to assigned presentation date)		
Comprehensive Literature Search (4-6 weeks prior to assigned presentation date)		
*Outline Approval (4 weeks prior to assigned presentation date)		
*Preliminary Slide and Bibliography Review Using the Professional Seminar Evaluation Form (2 weeks prior to assigned presentation date)		
Presentation Practice (1-2 weeks prior to assigned presentation date)		
Presentation Practice with Advisor Using the P Professional Seminar Evaluation Form (1 week prior to assigned presentation date)		
*Student Self-Assessment (Use the Professional Seminar Evaluation Form and review recorded presentation. Note: You must have comments to support ratings.)		
*Advisor Review of Student Performance (Summary of evaluations)		

\* Indicates required activities

# ***Appendix B***

## Choosing a Professional Seminar Topic

## Choosing a Professional Seminar Topic

- 1) List 3 to 4 areas of interest: (These may be therapeutic, management, pharmaco-economic, ethics issues, practice issue, patient education) - Be as specific as possible: a class of drugs, a specific disease state, a specific intervention, or issue.
- 2) Rank the issues from above for your interest level. (*Remember you will do a lot of work on this it needs to be something you are interested in.*)
- 3) Do a Medline search for your topic – begin by limiting it to the last 5-7 years of literature, English language, human subjects, age range (if appropriate). If you get too many articles to begin with – also limit to recent review articles or the core AIM journals to reduce the number.
- 4) Pull any recent reviews or research studies on the topic. Before you go any further, read these. If it is still something you would like to present – look in the literature to make sure that there are other studies you will be able to use for comparison. (Check the bibliographies of review articles or the primary article of interest – they should review pertinent literature)
- 5) STOP!!!!!! Discuss the topic with your advisor and get it approved. It must be approved by your advisor and the region coordinator.

### Unacceptable Topics:

- A) New Drugs – most studies are vs. placebo and it is hard to make a good platform from a new drug.
- B) Duplicate topics – two students may not do the same topic – (we try to not repeat from year to year as well – unless there is significant new data on a topic).
- C) Issues for which only one trial exists – Not enough information for an adequate seminar.
- D) Investigational agents – Will be considered on a case by case basis – very difficult to develop a good platform.

### Other Potential Sources for Topics:

- 1) Scan recent journals for interesting articles – look in journals for your areas of interest.
- 2) Find a review article for one of your topics and identify articles through the bibliography.
- 3) Consult a practitioner – ***Try to work through this process first!!! Please do not take a topic which is not interesting to you. Part of the seminar is learning to identify an issue/problem, evaluate the literature, and make recommendations.***

***If you are still having trouble identifying a topic, work through the initial steps of this process and set up a meeting with your advisor – at least two weeks prior to the topic deadline!!!***

# ***Appendix C***

Tips for Conducting a Literature  
Search and Choosing Appropriate  
Primary Literature to Review in  
the Presentation

## Search Strategies (Encapsulated)

Collect appropriate background information; develop the “final question” and categorize.

### TERTIARY LITERATURE

Books, compendia, databases, review articles, guidelines

#### General Resources

[eg, Medical texts, AHFS Drug Information, Micromedex, Lexi-Comp]

#### Specific Resources

[eg, Drug interactions, ADRs, patient info, natural medicines]



### SECONDARY LITERATURE

Consider Applied Limitations [eg, Dates, human, English, Reviews]

#### General Literature

[eg, Medline, PubMed, CINAHL]

#### Specific Literature

[eg, IDIS, IPA, PsychInfo]



### PRIMARY LITERATURE

[Obtained through 2° literature, search bibliographies, etc.]

Clinical trials [randomized, controlled], case reports/case studies, letters/commentaries/editorials



### RETRIEVING FULL TEXT ARTICLES

AU Library Holdings

-Full text hyperlink

-Electronic availability

-Print on campus

Ingenta through AU library site

Inter-Library loan (ILL)

DILRC? Particularly pharmacy-related journals.

IDIS?

Free on the Internet!? Go to publisher's site or

[www.freemedicaljournals.com](http://www.freemedicaljournals.com)

Reference Librarian at AU Library

### **Drug Information Tips for Research**

- Do literature searches well in advance, to allow time for article retrieval.
- When choosing search terms, it is best to begin with single words and become more complex, depending on results. Most databases use a natural language base.
- When using limitations on secondary source searches, do not limit to 'full text.' You will miss many useful resources and it will be an incomplete search.
- For tertiary literature, verify in a second source, and better in a third or fourth source.
- For tertiary literature, the most current source is preferable; for primary literature the most current article may not be the most useful; there is no date limit.
- Class notes are not citable resources.
- Whenever possible, retrieve and use the original source of the information.
- You may not cite any resource that you do not read.
- Information from article abstracts should only be used in absence of full article access and should be appropriately acknowledged.

### **Choosing Primary Literature to Review in Your Presentation**

- ALL primary literature related to your clinical question should be reviewed.
- Considerations for narrowing the primary literature to focus on during your presentation:
  - Relevance to your clinical question
  - Strength of causality (randomized controlled trials have a greater strength of causality than retrospective reviews)
  - Date of publication (older clinical trials may be appropriate; just make sure that you are not presenting outdated information)
  - Sample size
- If there is a large amount of evidence related to your clinical question, consider summarizing some of the clinical trial data and associated conclusions in your background information.
- If there is conflicting evidence related to your clinical question, do not just choose trials that support one recommendation over the other.

## **Discussing Your Rational for the Primary Literature Presented in your Presentation**

What is your rational for the selection of clinical trials included in your pretention? This may be incorporated into your presentation in many ways:

- Provide a timeline/history of all of the evidence related to your clinical question. This would be most appropriately presented before proceeding to your review of the primary literature. You can also refer to your timeline throughout your presentation.
- Discuss your rationale for choosing your studies in your background information before proceeding to your review of the primary literature.
- Discuss your rationale for choosing your studies before each individual study.

# ***Appendix D***

## Tips for Writing Educational Objectives

## Verbs to Incorporate into Education Objectives

### Verbs that communicate the speaker's desire for the audience to obtain *information*:

Verb	Other verbs to use			
Cite	Identify	Quote	Relate	Tabulate
Count	Indicate	Read	Repeat	Tell
Define	List	Recite	Select	Trace
Describe	Name	Recognize	State	Update
Draw	Point	Record	Summarize	Write

### Verbs that communicate the speaker's desire for the audience to *comprehend*:

Verb	Other verbs to use			
Assess	Contrast	Distinguish	Interpolate	Restate
Associate	Demonstrate	Estimate	Interpret	Review
Classify	Describe	Explain	Locate	Translate
Compare	Differentiate	Express	Predict	
Compute	Discuss	Extrapolate	Report	

*If the objective implies the audience needs to “apply” information, then the audience needs to be given the opportunity to “apply”*

### Verbs that communicate the speaker's desire for the audience to *apply information*:

Verb	Other verbs to use			
Apply	Employ	Match	Relate	Sketch
Calculate	Examine	Operate	Report	Solve
Choose	Illustrate	Order	Restate	Translate

### Verbs that communicate the speaker's desire for the audience to *analyze information*:

Verb	Other verbs to use			
Analyze	Criticize	Diagram	Infer	Question
Appraise	Debate	Differentiate	Inspect	Separate
Contract	Deduce	Distinguish	Inventory	Summarize
Contrast	Detect	Experiment	Measure	

## Verbs to Incorporate into Education Objectives

**Verbs that communicate the speaker's desire for the audience to obtain *synthesize information*:**

Verb	Other verbs to use			
Arrange	Construct	Formulate	Organize	Produce
Assemble	Create	Generalize	Plan	Propose
Collect	Design	Integrate	Prepare	Specify
Combine	Detect	Manage	Prescribe	Validate
Compose	Document			

**Verbs that communicate the speaker's desire for the audience to *evaluate information*:**

Verb	Other verbs to use			
Appraise	Critique	Evaluate	Rank	Score
Assess	Decide	Grade	Rate	Select
Choose	Determine	Judge	Recommend	Test
Compare	Estimate	Measure	Revise	

**Verbs that communicate the speaker's desire for the audience to *demonstrate skills*:**

Verb	Other verbs to use			
Demonstrate	Hold	Message	Pass	Visualize
Diagnose	Integrate	Measure	Pursue	Write
Diagram	Internalize	Operate	Project	
Empathize	Listen	Palpate	Record	

**Verbs that communicate *the attitudes the speaker wishes to convey to the audience*:**

Verb	Other verbs to use			
Acquire	Exemplify	Plan	Reflect	Transfer
Consider	Modify	Realize	Revise	

**Although the following verbs are used often, these words are subject to many interpretations and should be avoided.**

Verb	Other verbs to avoid			
Appreciate	Have faith in	Know	Learn	Understand
Believe				

Learning objectives/outcomes should not be an outline of the presentation. When writing objectives/outcomes, ask yourself “What do I want the audience to be able to do after the completion of my presentation?”

Learning objectives/outcomes are more likely to be met when the following principles are followed in presentations:

- The audience must understand why the presentation is important to them in their job, which should encourage them to want to learn.
- The audience wants to be respected and to feel the environment of the presentation is relaxed and trusting. The audience wants to feel the speaker is knowledgeable, supportive, and has taken time to tailor the information to the audience’s needs.
- The audience will often respond and learn from sharing of experiences.
- The audience learns by “doing” and incorporating “real-life” examples.
- Because of the wide variety of learning styles, using different presentation aids and communication/teaching methods will allow the speaker to capitalize on this and reach many of those in the audience.
- The speaker should give feedback to the audience about their progress in knowledge.
- The audience will learn and retain information best when they have the opportunity to actively participate in learning. The speaker should organize the information so that the audience accepts responsibility for inquiry and response into the issues discussed during the presentation.

When preparing presentations, the speaker should try to incorporate the above principles in their presentation.

# ***Appendix E***

## Referencing Your Presentation

## **Bibliography**

- The bibliography should be formatted according to the Uniform Requirements for Manuscripts Submitted to Biomedical Journal—available at: [http://pharmacy.auburn.edu/oel/pdf/sample\\_how\\_to\\_reference.pdf](http://pharmacy.auburn.edu/oel/pdf/sample_how_to_reference.pdf) on the OEL website under, “Sample Referencing for Biomedical Journals”.
- References should be listed in alphabetical order unless you are using footnotes to reference your slides (see below). If you are using superscripted numerals to reference the information in your slides, then the references should be listed by the corresponding number in the order in which they appear in the presentation.

## **Referencing Slides**

Slides should be referenced in one of two ways:

- Include an abbreviated citation as a footnote on the slide (ask your advisor if they have a preferred format)
- Use superscript numerals after the referenced information

## **Referencing Tables/Charts/Graphs/ Images**

Anything taken directly (“cut and paste”) from another source should be cited on the slide. An abbreviated citation may be used on the slide and the complete reference should be included in the bibliography.

***Appendix F***  
Professional Seminar  
Evaluation Form

# Professional Seminar Evaluation Form

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

*Please mark an overall ranking for each domain. Highest Distinction should be marked if all components are achieved under the category. Competent should be marked if all components are achieved under Competent or a combination of Competent and Highest Distinction. Failure to achieve competency should be marked if any component is not achieved.*

## Introduction to Seminar, Background and Rationale

<b>Highest Distinction:</b> _____	<b>Competent:</b> _____
<input type="checkbox"/> <b>Clearly</b> articulated the goals and objectives <ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives stated what the audience members should be able to do after the presentation rather than an outline</li> </ul> <input type="checkbox"/> <b>All</b> goals and objectives were appropriate for the content of the seminar <input type="checkbox"/> Background information was <b>clearly focused to the clinical question</b> and sufficient to introduce and understand the clinical question <input type="checkbox"/> Clearly stated the clinical question <input type="checkbox"/> Information and data included were accurate	<input type="checkbox"/> Articulated goals and objectives for the seminar <input type="checkbox"/> <b>Most</b> goals and objectives were appropriate for the content of the seminar <input type="checkbox"/> Background information was sufficient to introduce and understand the clinical question <input type="checkbox"/> Clearly stated the clinical question <input type="checkbox"/> Information and data included were accurate
<b>Failure to achieve competency:</b> _____	
<b>Comments:</b>	

## Seminar Content

Highest Distinction: _____	Competent: _____
<ul style="list-style-type: none"> <li><input type="checkbox"/> The literature search of the topic was complete               <ul style="list-style-type: none"> <li>○ <b><u>All pertinent studies included</u></b> <ul style="list-style-type: none"> <li>▪ The student identified and considered <b><u>all</u></b> relevant studies</li> <li>▪ The student <b><u>clearly and adequately explained</u></b> the rationale for selection of trials included in the presentation</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b><u>Consistently</u></b> compares and contrasts data from several sources</li> <li><input type="checkbox"/> The student <b><u>clearly explains</u></b> the trials:               <ul style="list-style-type: none"> <li>○ Study goal(s)/objectives</li> <li>○ Methodologies                   <ul style="list-style-type: none"> <li>▪ Trial design</li> <li>▪ Trial outcomes/endpoints</li> <li>▪ Treatment(s)</li> <li>▪ Inclusion/exclusion criteria</li> <li>▪ Statistical analysis</li> </ul> </li> <li>○ Results</li> </ul> </li> <li><input type="checkbox"/> The student <b><u>thoroughly:</u></b> <ul style="list-style-type: none"> <li>○ Identified <b><u>all</u></b> and explained major strengths and weaknesses of trials</li> <li>○ Verbalized the appropriateness of the statistical analyses</li> <li>○ Drew own conclusions and contrasts them with the authors'</li> <li>○ Students own conclusions about trials were correct</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The literature search of the topic was complete               <ul style="list-style-type: none"> <li>○ <b><u>One or more minor studies missing</u></b> <ul style="list-style-type: none"> <li>▪ The student attempted to identify and consider relevant studies</li> <li>▪ The student provided rationale for selection of trials included in the presentation</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b><u>Attempted</u></b> to compare and contrast data from several sources</li> <li><input type="checkbox"/> The student <b><u>reported</u></b> the trials':               <ul style="list-style-type: none"> <li>○ Study goal(s)/objectives</li> <li>○ Methodologies                   <ul style="list-style-type: none"> <li>▪ Trial design</li> <li>▪ Trial outcomes/ endpoints</li> <li>▪ Treatment(s)</li> <li>▪ Inclusion/exclusion criteria</li> <li>▪ Statistical analysis</li> </ul> </li> <li>○ Results</li> </ul> </li> <li><input type="checkbox"/> The student:               <ul style="list-style-type: none"> <li>○ Correctly identified <b><u>most</u></b> strengths and weaknesses of trials</li> <li>○ Verbalized the appropriateness of the statistical analyses</li> <li>○ Drew own conclusions and contrasts them with the authors'</li> <li>○ Students own conclusions about trials were correct</li> </ul> </li> </ul>

**Failure to achieve competency:** \_\_\_\_\_

**Comments:**

## Conclusion

<b>Highest Distinction:</b> _____	<b>Competent:</b> _____
<input type="checkbox"/> <b>Accurately and thoroughly</b> discussed how to clinically apply the information presented by making specific, evidence-based recommendations to patient care based on what was included in the presentation	<input type="checkbox"/> Discussed how to clinically apply the information presented by making evidence-based recommendations to patient care based on what was included in the presentation
<input type="checkbox"/> If pertinent, the information presented was compared to consensus statements/guidelines	<input type="checkbox"/> If pertinent, the information presented was compared to consensus statements/guidelines
<input type="checkbox"/> Made <b>specific</b> recommendations for future research <ul style="list-style-type: none"> <li>○ Eg, area/data that was missing and clinically needed</li> </ul>	<input type="checkbox"/> Made recommendations for future research
<input type="checkbox"/> Appropriately answered the clinical question and supported it with data presented in the presentation	<input type="checkbox"/> Appropriately answered the clinical question and supported it with data presented in the presentation
<b>Failure to achieve competency:</b> _____	
<b>Comments:</b>	

## Ability to Answer Questions

<b>Highest Distinction:</b> _____	<b>Competent:</b> _____
<input type="checkbox"/> Clearly, <b>concisely</b> and accurately answered a <b>majority</b> of questions on both <b>general and specific</b> points about the topic.	<input type="checkbox"/> Clearly and accurately answered questions on general points about the topic.
<input type="checkbox"/> <b>Fully</b> and accurately expounded on information presented in the platform, when asked. <ul style="list-style-type: none"> <li>○ Eg, utilized specific data from the trials presented and additional trials if appropriate</li> </ul>	<input type="checkbox"/> Accurately expounded on information presented in the platform, when asked. <ul style="list-style-type: none"> <li>○ Eg, knew more information than data presented (guidelines, position statements, disease state and drug knowledge)</li> </ul>
<input type="checkbox"/> If did not know an answer to a question, <b>logically theorized</b> to develop an answer when appropriate. Identified answer as such.	<input type="checkbox"/> If did not know an answer to a question, <b>attempted to theorize</b> to develop an answer when appropriate. Identified answer as such.
<b>Failure to achieve competency:</b> _____	
<b>Comments:</b>	

## Delivery of Presentation

<b>Highest Distinction:</b> _____	<b>Competent:</b> _____
<input type="checkbox"/> <b>Consistently</b> maintained direct eye contact throughout presentation <ul style="list-style-type: none"> <li>○ Able to deliver presentation <b><u>with minimal use of notes</u></b></li> </ul> <input type="checkbox"/> <b>Consistently</b> used appropriately professional phraseology <input type="checkbox"/> <b>Consistently</b> used appropriate enunciation <input type="checkbox"/> Used appropriate rate and inflection in delivery of presentation <input type="checkbox"/> Absence of obvious nervousness <input type="checkbox"/> Appropriately used laser pointer, if applicable <input type="checkbox"/> Was professional in appearance <input type="checkbox"/> <b>Absent</b> of distracting mannerisms throughout the presentation (eg, chewing gum, playing with objects in pockets, slinging hair, hands on hips, leaning on podium, etc)	<input type="checkbox"/> Maintained direct eye contact with audience greater than notes <ul style="list-style-type: none"> <li>○ Able to deliver the presentation <b><u>without reading slides word for word</u></b></li> </ul> <input type="checkbox"/> Used appropriate professional phraseology <input type="checkbox"/> Used appropriate enunciation, <b><u>with only a few mistakes</u></b>  <input type="checkbox"/> Was professional in appearance <input type="checkbox"/> <b><u>Mannerisms do not detract</u></b> from the presentation (eg, chewing gum, playing with objects in pockets, slinging hair, hands on hips, leaning on podium, etc)
<b>Failure to achieve competency:</b> _____	
<b>Comments:</b>	

## Organization

<b>Highest Distinction:</b> _____	<b>Competent:</b> _____
<input type="checkbox"/> Figures and tables were <b><u>clearly</u></b> explained <input type="checkbox"/> Presented information in a logical and understandable sequence <input type="checkbox"/> The length of the presentation was <b><u>30 to 35 minutes</u></b>	<input type="checkbox"/> Figures and tables were explained <input type="checkbox"/> Presented information in a logical and understandable sequence <input type="checkbox"/> The length of the presentation was <b><u>greater than 25 minutes and less than 40 minutes</u></b>
<b>Failure to achieve competency:</b> _____	
<b>Comments:</b>	

## Printed & Audiovisual Materials

<b>Highest Distinction:</b> _____	<b>Competent:</b> _____
<ul style="list-style-type: none"> <li><input type="checkbox"/> Slides were <b>completely free</b> of typographical and spelling errors</li> <li><input type="checkbox"/> Slides were clear and easy to read (Eg, readable font size, quantity of information on slides)</li> <li><input type="checkbox"/> Information on slides was accurately cited for each slide (via footnote or citation)</li> <li><input type="checkbox"/> Appropriate attribution on all tables and figures</li> <li><input type="checkbox"/> Bibliography was provided in handout</li> <li><input type="checkbox"/> Bibliography was formatted according to Uniform Requirements for Manuscripts submitted to biomedical journals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Typographical and spelling errors were <b>not <u>distracting to presentation</u></b></li> <li><input type="checkbox"/> Slides were clear and easy to read (Eg, readable font size, quantity of information on slides was <b>not <u>distracting to presentation</u></b>)</li> <li><input type="checkbox"/> Appropriate attribution on tables and figures</li> <li><input type="checkbox"/> Bibliography was provided in handout</li> <li><input type="checkbox"/> Bibliography was formatted according to Uniform Requirements for Manuscripts submitted to biomedical journals <b>with few errors</b></li> </ul>
<b>Failure to achieve competency:</b> _____	
<b>Comments:</b>          	

## 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)

<b>Comments:</b>          
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