

Journal Club Presentation Evaluation Form for Drug Information Rotations

Student: _____ Evaluator: _____ Date: _____

0 Remediation Required	1 Needs Significant Development	2 Needs Development	3 Competent	4 Exceeds Expectations
The student is unable to satisfactorily complete basic and routine tasks despite directed questioning. The preceptor must complete the task. Remediation is necessary.	The student requires guidance/several minutes of directed questioning to complete basic and routine tasks.	The student requires guidance/directed questioning to complete complex tasks; independently completes basic and routine tasks.	The student requires limited prompting to complete complex tasks; independently completes basic and routine tasks.	The student independently completes most complex tasks; independently completes all basic tasks. Proficiency demonstrates readiness for entering the profession and becoming an independent practitioner.

1. Presentation of Journal (10%)

Uses recommended checklist to explain:

- Affiliation
- Types of Articles
- Advertisements
- Cost
- Prestige
- Explores journal, not just regurgitation

0	1	2	3	4	NA
RR	NSD	ND	C	EE	NA

Comments:

2. Presentation of Clinical Trial (10%)

Uses recommended checklist and flow diagram to explain:

- Study Goal
- Methodology
- Biostatistics
- Results
- Conclusion

0	1	2	3	4	NA
RR	NSD	ND	C	EE	NA

Comments:

3. Evaluation of Clinical Trial Being Presented (40%)

- Identifies strengths and weaknesses of the methodology and/or conduct of the trial
- Assesses and critiques the statistical analysis
- Draws own conclusions and contrasts them with author(s)
- Student's own conclusions about the trial are correct

0	1	2	3	4	
RR	NSD	ND	C	EE	NA

Summary of Pertinent Primary Literature (if required by preceptor – see instructions below)

Note: Should be a paragraph or bullets summarizing other findings, not a separate journal presentation

- Identifies other recent clinical trials of same drug/procedure
- Condenses primary literature by collating similar data (tables and graphs may be used) - students may present one other article, or summarize in paragraph format what else is available and how it relates to primary article
- Summarizes primary literature data correctly
- Elaborates on any major attributes or deficiencies of these data; if none are present, this is stated
- Identifies strengths and weaknesses of the methodology and/or conduct of the trials

Comments:

4. Application and Summary of Presentation (15%)

- During the conclusion, clearly summarizes discussion points (tells them what he/she told them)
- Summarizes the literature presented
- Discusses the clinical application of the information presented, and makes specific recommendations how the literature should be managed based on the primary literature presented.

0	1	2	3	4	
RR	NSD	ND	C	EE	NA

Comments:

5. Ability to Answer Questions (10%)

- Answers are logically presented
- Answers are accurate
- The student can think on his/her feet. May theorize if unsure of answer, but indicates such.

0	1	2	3	4	
RR	NSD	ND	C	EE	NA

Comments:

6. Organization (5%)

An organized approach is used in delivering the information, specifically:

0	1	2	3	4	
RR	NSD	ND	C	EE	NA

- Presents information in a logical and understandable sequence
- Clearly emphasizes points of discussion
- Supports each discussion point with specific data (e.g. primary literature)
- Clearly explains figures and tables
- Makes smooth transitions when moving to new points of discussion
- Presentation length is appropriate

Comments:

7. Presentation and Communication Skills (5%)

- Well-prepared (avoids reading handout)
- Presents information in a confident manner by demonstrating:
 - Direct eye contact
 - Proper rate of speech
 - Appropriate pitch of voice
 - Absence of obvious nervousness (trembling voice, restless movements)
 - Use of professional phraseology
 - Fluency (smooth delivery, appropriate use of pauses)

0	1	2	3	4	
RR	NSD	ND	C	EE	NA

Comments:

8. Printed and Audiovisual Materials (5%)

Uses printed and audiovisual materials that (from platform):

- Are accurate (proper citations format, appropriate attribution on tables and figures)
- Are clear (readable font size, quantity of information per slide, organization of tables)
- Are appropriately referenced (bibliography)
- Improve communication and enhance the impact of presentation
- Demonstrate professional quality and appearance

0	1	2	3	4	
RR	NSD	ND	C	EE	NA

Comments:

Determination of Grade

Step 1: Calculate Mean Score

	RR (0)	NSD (1)	ND (2)	C (3)	EE (4)	X % Weight	= Subtotal
Presentation of Journal						X (0.10)	
Presentation of Clinical Trial						X (0.10)	
Evaluation of Clinical Trial Being Presented <i>Includes Summary of Pertinent Primary Literature</i>						X(0.40)	
Application and Summary of Presentation						X(0.15)	
Ability to Answer Questions						X(0.10)	
Organization						X(0.05)	
Presentation and Communication Skills						X(0.05)	
Printed and Audiovisual Materials						X(0.05)	
Total Score							

Step 2: Convert Mean Score to a Percentage Grade:

Rubric for converting a mean score to a percentage score	4.0 = 100%	3.2 = 87%	2.4 = 78%	1.6 = 62%	0.7 = 36%
	3.9 = 98%	3.1 = 86%	2.3 = 76%	1.5 = 60%	0.6 = 29%
	3.8 = 97%	3.0 = 85%	2.2 = 74%	1.4 = 58%	0.5 = 22%
	3.7 = 95%	2.9 = 84%	2.1 = 72%	1.3 = 56%	0.3 = 15%
	3.6 = 93%	2.8 = 83%	2.0 = 70%	1.2 = 54%	0.2 = 8%
	3.5 = 92%	2.7 = 82%	1.9 = 68%	1.1 = 52%	0.0 = 0%
	3.4 = 90%	2.6 = 81%	1.8 = 66%	1.0 = 50%	
	3.3 = 88%	2.5 = 80%	1.7 = 64%	0.8 = 43%	

Step 3: Round the Percentage Score to a Letter Grade: _____

- A = 89.5 - 100
- B = 79.5 - 89.4
- C = 69.5 - 79.4
- D = 59.5 - 69.4
- F = < 59.5

Instructor Comments (use back of page if necessary):