

# **Professional Seminar Platform Presentation Manual**

**May 2011 - April 2012**

**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 Practice Experience (APE). As students progress through APE, 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 platform presentation 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>• Platform Presentation 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>• Platform Presentation 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 well being 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>• Platform Presentation 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>• Platform Presentation Evaluation Form</li> </ul>

## **Platform 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 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 seminar. 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**

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.

## **Project Timeline and Activities (*Please see Appendix A—“Platform 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 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.***

**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 Platform 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.

**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/offices/oel/sample\\_how\\_to\\_reference.pdf](http://pharmacy.auburn.edu/offices/oel/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 platform assessment 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; Summary of Presentation; 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) 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.**

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.

### **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.

### **Special Needs Policy**

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.

# ***Appendix A***

## **Platform Activity Checklist**

**Platform 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 Platform Evaluation Form (2 weeks prior to assigned presentation date)		
Presentation Practice (1-2 weeks prior to assigned presentation date)		
Presentation Practice with Advisor Using Platform Evaluation Form (1 week prior to assigned presentation date)		
*Student Self Assessment (Use the Platform 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 Platform Topic**

## Choosing a Platform 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

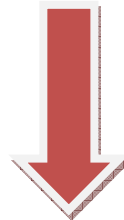
Consider Applied Limitations [eg, Dates, human, English, Reviews]

#### General Literature

[eg, Medline, PubMed, CINAHL]

#### Specific Literature

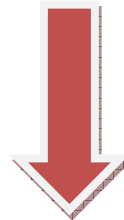
[eg, IDIS, IPA, PsychInfo]



### 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 Jean Liddell, 844-1797 [liddeje@auburn.edu](mailto:liddeje@auburn.edu) ]

## **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/offices/oel/samplehow\\_to\\_reference.pdf](http://pharmacy.auburn.edu/offices/oel/samplehow_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***  
Platform Presentation  
Evaluation Form

## 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:

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## 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:**

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## 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:**