

Presenter: White, Zachary

Seminar Date: 2014-03-26

Presenter Scores

| Student Survey Data Averages | | | | | | | Faculty Survey Data Averages | | | | | | | Final Scores | | | |
|------------------------------|-----------------|---------------|---------------|-------|------|-------------------|------------------------------|-----------------|---------------|---------------|-------|------|---------------|--------------|-------|------|--------------|
| Pres. Style | Inst. Materials | Overall Pres. | Clinical Data | Conc. | Q&A | Overall Knowledge | Pres. Style | Inst. Materials | Overall Pres. | Clinical Data | Conc. | Q&A | Overall Know. | Prep. | Prof. | Att. | Total |
| 6.93 | 6.73 | 6.92 | 6.88 | 6.76 | 6.95 | 6.77 | 6.63 | 5.88 | 6.4 | 6.25 | 6.38 | 6.75 | 6.1 | 0 | 0 | 0 | E (46.42) |

| Presentation Style | | | | | | | | | |
|--------------------|---|---|----|----|---|----|----|---|------|
| # | Question | A | A- | B+ | B | B- | C+ | C | Mean |
| 1 | Moderate Pace | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 2 | Thorough eye contact/ minimal reliance on notes | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 3 | Displayed professionalism/ poise/ confidence/ lacked distracting mannerisms | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 4 | Material presented at the appropriate level for the audience | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |

Presentation Style Comments

It was nice that you were out in front of the group and not hiding behind the podium. However, the result was you looking behind you quite a bit during the presentation. Position the computer so you can do both next time. Engaging speaker, good tone and enthusiasm.

nicely done, but no chemical comparisons provided - pharmacist level

| Instructional Materials | | | | | | | | | | |
|-------------------------|--|---|----|----|---|----|----|---|----|------|
| # | Question | A | A- | B+ | B | B- | C+ | C | NA | Mean |
| 1 | Slides and handout were clear/easy to read | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 2 | Slides and handout are devoid of spelling and grammatical errors | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 3 | Provided orientation to charts/graphs/pictures/diagrams (if applicable) | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 4 | Cites appropriate references/correct referencing style and emphasizes primary literature | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 5 |

Instructional Materials Comments

Please make sure you have citations on slides and not just in handout. Put in bottle left or right corner of slides using abbreviated citations. Slides were in the new wide screen format of powerpoint which meant there was dead space above/below slide. This resulted in font being smaller than you intended. Consider using old format that is more square. Subscale for AHDH was difficult to read and some charts were a little small.

slides a bit busy, graphics not particularly compelling, choice of literature presented without serious critical considerations of source and quality

Overall Presentation Content

| # | Question | A | A- | B+ | B | B- | C+ | C | Mean |
|---|--|---|----|----|---|----|----|---|------|
| 1 | Introduction, interest in topic, and outline/objectives described | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 2 | Defines purpose/controversy of seminar topic clearly | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 3 | Objectives clear and useful for self assessment | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 4 | Appropriate background information was provided | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 6 |
| 5 | Well organized presentations and smooth transitions (appropriate 'flow') | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |

Overall Presentation Content Comments

good introduction and interest in topic, caught our attention / objectives appropriate and good/brief background information provided

overall excellent, quite professional and clear, but missing the key chemistry/biochemistry/pharmacology pieces - only a brief mention of metabolism, never any information on drug structures of strattera or alternative drugs

Presentation of Clinical Data

| # | Question | A | A- | B+ | B | B- | C+ | C | NA | Mean |
|---|--|---|----|----|---|----|----|---|----|------|
| 1 | Presented concise objectives, methodology and treatment for each study | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 2 | Outcome measures were stated and described, and appropriateness was explained | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 3 | Presented key trial results with corresponding statistical analysis | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 6 |
| 4 | Student is able to determine if sample size and power is appropriate (if applicable) | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 5 | Withdrawals and dropouts are accounted for (if applicable) | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 6 | Provided a detailed & thoughtful analysis of study strengths and limitations | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 |

Presentation of Clinical Data Comments

very good discussion of strengths and limitations in presentation / nice discussion of placebo effect - very imp for this data / feel confident saying this is the best data out there and it's not very good, here is why

overall excellent, considering the material he chose to work with. that is a major problem - picking a topic where the data/studies are truly credible and reputable and include all the necessary controls. seminarian insufficiently critical of quality of data

Conclusions

| # | Question | A | A- | B+ | B | B- | C+ | C | Mean |
|---|---|---|----|----|---|----|----|---|------|
| 1 | Conclusions are supported by data presented in the seminar | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 5.5 |
| 2 | Clinical importance and application of the study is discussed | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 3 | Provided specific recommendations for clinical pharmacy practice | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 4 | Discussed the role of the pharmacist and/or impact to the profession of pharmacy in regards to the use of the treatment | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |

Conclusions Comments

Try to be really confident and succinct in your conclusions, make it very clear what the take home point should be

mixed here - conclusions based on only data presented w/o consideration of the bigger picture

Question Answer Session

| # | Question | A | A- | B+ | B | B- | C+ | C | Mean |
|---|--|---|----|----|---|----|----|---|------|
| 1 | Succinctly, yet thoroughly answered audience questions | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 2 | Encouraged questions and interaction with the audience | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

Question Answer Session Comments

good answers when given tough questions / I would have liked to know more about the patients included and potential comorbid conditions they had (ie. psych) / good answer to question about clinical significance on conners score, this might have been something you talked more about in presentation without being prompted

good job

Overall Knowledge Base

| # | Question | A | A- | B+ | B | B- | C+ | C | Mean |
|---|--|---|----|----|---|----|----|---|------|
| 1 | Demonstrated knowledge of subject beyond the facts presented in the seminar | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 2 | Student is able to distinguish the difference between clinical and statistical significance | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 5.5 |
| 3 | Student is able to look beyond the author's conclusions and offer insight into the overall study results | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |
| 4 | Student is able to discuss conclusions in the context of previous research and in comparison to current practice/therapy | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 5.5 |
| 5 | Student is able to think on his/her feet. May theorize if not sure of answer, but identifies answer as such | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |

Overall Knowledge Base Comments

Would have liked to see more discussion of clinical vs statistical significance / Avoid presenting any new data in conclusions / might have helped to frame the data with some background on relative efficacy of stimulants so we would also know they have little data to support in adults, need more context of previous research and current practice

generally excellent, but still i have concerns with lack of chemistry and inadequate criticism of the lameness of the studies and experimental design, and the financial/business situations driving this study inadequacy

Overall Comments

Overall great job Zach. Great presentation style, just need to work a little on formating and clear conclusions/clinical context of findings.

Pharmacy is about chemistry and compounds and real pharmacology, not brand names and industry-filtered data. It's important to present all the facts, and then interpret and critique the literature based on all the facts.