

# Presenter: Olsen, Cody

Seminar Date: 2013-11-13

## 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        |
| 6.46                         | 6.8             | 6.72          | 6.75          | 6.58  | 6.6 | 6.8               | 6                            | 6.13            | 6.4           | 6.4           | 6.38  | 6   | 6             | 0            | 0     | 0    | E<br>(46.24) |

| 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                             | 0 | 1  | 0  | 1 | 0  | 0  | 0 | 5    |
| 3                  | Displayed professionalism/ poise/ confidence/ lacked distracting mannerisms | 0 | 2  | 0  | 0 | 0  | 0  | 0 | 6    |
| 4                  | Material presented at the appropriate level for the audience                | 1 | 1  | 0  | 0 | 0  | 0  | 0 | 6.5  |

## Presentation Style Comments

Heavy reliance on slides behind you was distracting. In the future, position the computer at the podium in a way that you can see the computer while talking and do not have to look behind you.

Good pace and very professional. Did seem a bit nervous and "relied on notes" a bit. One distracting point was to say "You know" often in the presentation. However, overall these things were minor.

| Instructional Materials |  |   |    |    |   |    |    |   |    |      |
|-------------------------|--|---|----|----|---|----|----|---|----|------|
| #                       | Question   | A | A- | B+ | B | B- | C+ | C | NA | Mean |
| 1                       | Slides and handout were clear/easy to read   | 0 | 1  | 1  | 0 | 0  | 0  | 0 | 0  | 5.5  |
| 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)                  | 2 | 0  | 0  | 0 | 0  | 0  | 0 | 0  | 7    |
| 4                       | Cites appropriate references/correct referencing style and emphasizes primary literature | 0 | 1  | 1  | 0 | 0  | 0  | 0 | 0  | 5.5  |

### Instructional Materials Comments

I would avoid pastel colors on slides as a general rule - often the hardest colors to see. Although I liked your color-coding for the studies. Also, consider using abbreviated citations on slides - ie. Olsen et al. JAMA 2004; 17 (3): 145-147 - is all you need. Helpful graphics to described transitions of care.

Slides were very good and good explanations. Some slides were a bit "wordy" but overall they were good.

## 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                          | 0 | 2  | 0  | 0 | 0  | 0  | 0 | 6    |
| 4 | Appropriate background information was provided                          | 1 | 1  | 0  | 0 | 0  | 0  | 0 | 6.5  |
| 5 | Well organized presentations and smooth transitions (appropriate 'flow') | 1 | 1  | 0  | 0 | 0  | 0  | 0 | 6.5  |

## Overall Presentation Content Comments

I think a big part of the controversy is that no one knows what is the right intervention to reduce readmissions. I would have liked to see you spend more time and focus on the who and what - which is what everyone is trying to figure out! // Who - inpatient vs. outpatient pharmacists, someone who was part of the inpatient care team vs. not. What - pre-discharge counseling in the outpatient pharmacy vs. counseling while the patient is on the floors, review of discharge med instructions/creating of patient friendly med list vs. actually filling the meds in a pharmacy, post-discharge follow-up visit vs. a post-discharge phone call. I think that if you would have described all the various types of transitions programs and then focused on one kind of program (ie. inpatient clinical pharmacist, community pharmacist, primary care clinical pharmacist) you would have been more successful.

Great interest in the topic and a good statement of why he was interested in the topic. He used examples very effectively. Great controversy was outlined. I would have liked to see as an objective that he was going to evaluate studies that looked at pharmacist involvement in trying to prevent rehospitalizations.

## 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 | 1  | 0  | 0 | 0  | 0  | 0 | 0  | 6.5  |
| 4 | Student is able to determine if sample size and power is appropriate (if applicable) | 0 | 1  | 0  | 0 | 0  | 0  | 0 | 0  | 6    |
| 5 | Withdrawals and dropouts are accounted for (if applicable)                           | 0 | 1  | 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

Good description of the studies but important to describe with as much detail - who provided the service and what was the intervention.

Great evaluation of studies and excellent description of study details. Good overall analysis of the studies. The side by side comparison of studies was also very effective. Did a very effective job of introducing the audience to this type of pharmacy practice literature.

## Conclusions

| # | Question  | A | A- | B+ | B | B- | C+ | C | Mean |
|---|---|---|----|----|---|----|----|---|------|
| 1 | Conclusions are supported by data presented in the seminar  | 1 | 1  | 0  | 0 | 0  | 0  | 0 | 6.5  |
| 2 | Clinical importance and application of the study is discussed   | 2 | 0  | 0  | 0 | 0  | 0  | 0 | 7    |
| 3 | Provided specific recommendations for clinical pharmacy practice  | 0 | 1  | 1  | 0 | 0  | 0  | 0 | 5.5  |
| 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

Again, I would have liked to see you take more of a stance on what types of programs are most successful or you would suggest if a hospital administrator asked you to start a program. In your conclusions, you actually seemed to focus on community pharmacists but others are actually the ones leading the charge here - inpatient pharmacists and ambulatory clinical pharmacists - so I think it was a negative not to address pharmacists in all roles specifically!

Good overall conclusions in this important topic and also stated that the role of the pharmacist in transitions of care is evolving. Also did a nice job of defining current and future research in this area.

| Question Answer Session |  |   |    |    |   |    |    |   |      |
|-------------------------|--|---|----|----|---|----|----|---|------|
| #                       | Question   | A | A- | B+ | B | B- | C+ | C | Mean |
| 1                       | Succinctly, yet thoroughly answered audience questions | 0 | 2  | 0  | 0 | 0  | 0  | 0 | 6    |
| 2                       | Encouraged questions and interaction with the audience | 0 | 2  | 0  | 0 | 0  | 0  | 0 | 6    |

### Question Answer Session Comments

Good interaction with the audience and professionalism. Ok to say you don't know.

Did seem a bit nervous in answering questions but did state this is an emerging topic. Not enough time to have thorough audience interaction.

## Overall Knowledge Base

| # | Question   | A | A- | B+ | B | B- | C+ | C | Mean |
|---|--|---|----|----|---|----|----|---|------|
| 1 | Demonstrated knowledge of subject beyond the facts presented in the seminar  | 1 | 0  | 1  | 0 | 0  | 0  | 0 | 6    |
| 2 | Student is able to distinguish the difference between clinical and statistical significance                              | 1 | 1  | 0  | 0 | 0  | 0  | 0 | 6.5  |
| 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              | 0 | 2  | 0  | 0 | 0  | 0  | 0 | 6    |

## Overall Knowledge Base Comments

As mentioned, I think being able to put data more into perspective of current practice would have been helpful. Everyone wants a transitions of care program and to prevent readmissions - the key is what kind of program is best?

Thorough knowledge of topic but also discussed issues about the author's and seminarian conclusions. It is hard to have a lot of previous research since this is an evolving area. Did make some definitive conclusions but would have liked to have him define which patients may benefit more from discharge counseling and offer some potential solutions.

## Overall Comments

Overall, fantastic topic and one that is very important for the pharmacy profession. I would encourage you to make some of the updates suggested to this presentation if you choose to present it again in the future for residency or job interviews.

Great seminar overall - interesting topic, good description and analysis of studies. I would have liked to see more concrete recommendations about how to convene a multidisciplinary team approach to help design different strategies to increase/enhance patient discharge counseling.