

Presenter: Garland, Hilary

Seminar Date: 2014-03-18

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	6.97	6.93	6.91	6.83	6.9	6.87	6.38	6	6.3	5.91	6.5	6.5	6.1	0	0	0	E (46.34)

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	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

n/a

Her presentation style was a little bit (but not much) distractive by frequent small movements. / Invited questions from students from time to time--excellent.

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)	1	0	1	0	0	0	0	0	6
4	Cites appropriate references/correct referencing style and emphasizes primary literature	1	0	1	0	0	0	0	0	6

Instructional Materials Comments

n/a

Using bigger font size on slides would help readability at distance.

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	0	2	0	0	0	0	0	6
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

n/a

The topic was interesting, because similar cases (alternative medicines) apply for various diseases. / However, it was not truly convincing how the controversial issue of NAC is serious.

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	0	1	0	0	0	0	0	6
2	Outcome measures were stated and described, and appropriateness was explained	1	0	1	0	0	0	0	0	6
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	0	1	0	0	0	0	0	5
6	Provided a detailed & thoughtful analysis of study strengths and limitations	1	0	1	0	0	0	0	0	6

Presentation of Clinical Data Comments

n/a

N/A

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	1	1	0	0	0	0	0	6.5
3	Provided specific recommendations for clinical pharmacy practice	1	1	0	0	0	0	0	6.5
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

n/a

There was discussion about the metrics of clinical outcomes, but she reached appropriate conclusion from literature.

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	1	1	0	0	0	0	0	6.5

Question Answer Session Comments

n/a

N/A

Overall Knowledge Base									
#	Question	A	A-	B+	B	B-	C+	C	Mean
1	Demonstrated knowledge of subject beyond the facts presented in the seminar	0	2	0	0	0	0	0	6
2	Student is able to distinguish the difference between clinical and statistical significance	1	0	1	0	0	0	0	6
3	Student is able to look beyond the author's conclusions and offer insight into the overall study results	1	0	1	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	2	0	0	0	0	0	6
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

n/a

The known mechanisms or pharmacology of AD medications would help audiende and patients/parents for understading of the limitation of current AD treatments.

Overall Comments

Good work

Overall, it was excellent presentation.