Presenter: Turley, Emily

Seminar Date: 2012-10-04

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 |
| 7 | 6.55 | 6.96 | 7 | 6.75 | 7 | 7 | 6.75 | 6.75 | 7 | 7 | 7 | 7 | 6.8 | 7.5 | 6.5 | 100 | 60.91 |

Grading Survey Summaries

| Revi | ewer | Survey Data Averages | | | | | |
|------------|------------|----------------------|--------------|--------------|-------|-----|------------------|
| Name | Pres.Style | Inst.Materials | OverallPres. | ClinicalData | Conc. | Q&A | OverallKnowledge |
| Reviewer 1 | 7 | 6.75 | 6.8 | 7 | 6.5 | 7 | 7 |
| Reviewer 2 | 7 | 6.75 | 7 | 7 | 7 | 7 | 7 |
| Reviewer 3 | 6.75 | 6.75 | 7 | 7 | 7 | 7 | 6.8 |
| Reviewer 4 | 7 | 5.75 | 7 | 7 | 6.25 | 7 | 7 |
| Reviewer 5 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| Reviewer 6 | 7 | 6.5 | 7 | 7 | 7 | 7 | 7 |

| Procentation Style | | | |
|--|-----|---|--|
| Presentation Style Moderate Pace | | 7 | |
| | | 7 | |
| Thorough eye contact/ minimal reliance on notes | | 7 | |
| Displayed professionalism/ poise/ confidence/ lacked distracting mannerisms | l | 7 | |
| Material presented at the appropriate level for the audience | | 7 | |
| Additional comments regarding presentation style: | | The pace was great, you were out and about and the question sessions kept the audience engaged. | |
| Instructional Materials | | | |
| Slides and handout were clear/easy to read | | 7 | |
| Slides and handout are devoid of spelling and grammatical errors | | 6 | |
| Provided orientation to charts/graphs/pictures/diagra (if applicable) | ms | 7 | |
| Cites appropriate references/correct referencing style and emphasizes primary literature | 9 | 7 | |
| Additional comments regarding instructional material | s: | I'm nitpicking on the slides, but having dark blue with black text is just awful. also oristat was spelled orlistate in your handout. | |
| Overall Presentation Content | | | |
| Introduction, interest in topic, and outline/objectives described | | 7 | |
| Defines purpose/controversy of seminar topic clearly | | 7 | |
| Objectives clear and useful for self assessment | | 7 | |
| Appropriate background information was provided | | 6 | |
| Well organized presentations and smooth transitions (appropriate 'flow') | | 7 | |
| Additional comments regarding overall presentation content: | | The objectives were well defined. The pace was good. The only problem was that I felt a lot of background information about the low carb diet was missing. More about the foods, missing food groups, exercise would have made it far more complete, especially for those of us who want to have examples for patients. | |
| Presentation of Clinical Data | | | |
| Presented concise objectives, methodology and treatment for each study | 7 | | |
| Outcome measures were stated and described, and appropriateness was explained | 7 | | |
| Presented key trial results with corresponding statistical analysis | | | |
| Student is able to determine if sample size and power is appropriate (if applicable) | | | |
| Withdrawals and dropouts are accounted for (if applicable) | | | |
| Provided a detailed & thoughtful analysis of study strengths and limitations | | | |
| Additional comments regarding presentation of clinical data: | stu | e studies were presented fine, the vagueness of the dies themselves however, made it a lot more of the studies than it should have been. | |

| Conclusions | |
|--|--|
| Conclusions are supported by data presented in the seminar | 7 |
| Clinical importance and application of the study is discussed | 7 |
| Provided specific recommendations for clinical pharmacy practice | 6 |
| Discussed the role of the pharmacist and/or impact to the profession of pharmacy in regards to the use of the treatment | 6 |
| Question Answer Session | |
| Succinctly, yet thoroughly answered audience questions | 7 |
| Encouraged questions and interaction with the audience | 7 |
| Additional comments regarding the question answer session: | This was great, you were honest and you knew what you were talking about |
| Overall Knowledge Base | |
| Demonstrated knowledge of subject beyond the facts presented in the seminar | 7 |
| Student is able to distinguish the difference between clinical and statistical significance | 7 |
| Student is able to look beyond the author's conclusions and offer insight into the overall study results | 7 |
| Student is able to discuss conclusions in the context of previous research and in comparison to current practice/therapy | 7 |
| Student is able to think on his/her feet. May theorize if not sure of answer, but identifies answer as such | 7 |
| Additional comments regarding overall knowledge base: | This was great. I'm not sure what to say about it |
| Comments | |
| Provide one comment on what you liked about this seminar | The little guessing game was impressive. Though I'm not a fan of eggy pancakes |
| Provide one comment on what could be improved about this seminar | The colors in the slides clash a bit, black on blue makes it look bruised. Perhaps a more uniform background, or one that doesn't obscure the text as much would serve better. |
| General Comments | Eggy oily pork rind pancakes, who knew? |
| | |

| Presentation Style | |
|--|---|
| Moderate Pace | 7 |
| Thorough eye contact/ minimal reliance on notes | 7 |
| Displayed professionalism/ poise/ confidence/ lacked distracting mannerisms | 7 |
| Material presented at the appropriate level for the audience | 7 |
| Additional comments regarding presentation style: | You seemed relaxed and ready to present your material |
| Instructional Materials | |
| Slides and handout were clear/easy to read | 7 |
| Slides and handout are devoid of spelling and grammatical errors | 6 |
| Provided orientation to charts/graphs/pictures/diagrams (if applicable) | 7 |
| Cites appropriate references/correct referencing style and emphasizes primary literature | 7 |
| Additional comments regarding instructional materials: | Some of the graphs and pictures were a little blurry. I noticed a few spelling errors in both your slides and your handout. Your conclusion on your second study seemed like an awkward sentence to me. |
| Overall Presentation Content | |
| Introduction, interest in topic, and outline/objectives described | 7 |
| Defines purpose/controversy of seminar topic clearly | 7 |
| Objectives clear and useful for self assessment | 7 |
| Appropriate background information was provided | 7 |
| Well organized presentations and smooth transitions (appropriate 'flow') | 7 |
| Additional comments regarding overall presentation content: | I really liked that this was something that you tried yourself and so you knew quite a bit about it. Also your objectives were very fitting. |
| Presentation of Clinical Data | |
| Presented concise objectives, methodology and treatment for each study | 7 |
| Outcome measures were stated and described, and appropriateness was explained | 7 |
| Presented key trial results with corresponding statistical analysis | 7 |
| Student is able to determine if sample size and power is appropriate (if applicable) | 7 |
| Withdrawals and dropouts are accounted for (if applicable) | 7 |
| Provided a detailed & thoughtful analysis of study strengths and limitations | 7 |
| Additional comments regarding presentation of clinical data: | I would have liked to see the p values on the second trial. |

| Conclusions | |
|--|---|
| Conclusions are supported by data presented in the seminar | 7 |
| Clinical importance and application of the study is discussed | 7 |
| Provided specific recommendations for clinical pharmacy practice | 7 |
| Discussed the role of the pharmacist and/or impact to the profession of pharmacy in regards to the use of the treatment | 7 |
| Question Answer Session | |
| Succinctly, yet thoroughly answered audience questions | 7 |
| Encouraged questions and interaction with the audience | 7 |
| Additional comments regarding the question answer session: | When you didn't know the answer you admitted it, which is the way to go. But you definitely even attempted to calculate different things in your head to decide what would seem adequate. (I think on that protein question). Well done. |
| Overall Knowledge Base | |
| Demonstrated knowledge of subject beyond the facts presented in the seminar | 7 |
| Student is able to distinguish the difference between clinical and statistical significance | 7 |
| Student is able to look beyond the author's conclusions and offer insight into the overall study results | 7 |
| Student is able to discuss conclusions in the context of previous research and in comparison to current practice/therapy | 7 |
| Student is able to think on his/her feet. May theorize if not sure of answer, but identifies answer as such | 7 |
| Additional comments regarding overall knowledge base: | This is a topic we all know about because dieting is everywhere but you presented new facts to me and seemed to know your stuff. You brought it home how important this knowledge base is for our current populations situations. |
| Comments | |
| Provide one comment on what you liked about this seminar | The unique secret recipe was a way to get us thinking (even if it was pork rinds). Way to think outside the box. |
| Provide one comment on what could be improved about this seminar | Perhaps just another edit of your paper/slides. Sometimes things get changed in the handout and not the slides or vice versa. It is definitely hard to catch everything. |
| General Comments | Well done. Again I thought the pharmacist role was the best part. |
| | |

| Presentation Style | |
|--|---|
| Moderate Pace | 6 |
| Thorough eye contact/ minimal reliance on notes | 7 |
| Displayed professionalism/ poise/ confidence/ lacked distracting mannerisms | 7 |
| Material presented at the appropriate level for the audience | 7 |
| Additional comments regarding presentation style: | Great presentation style. You were poised and confident and very enthusiastic about your topic. Eye contact was very good. About the only thing to improve for next seminar is to slow down a bit and pace yourself better. |
| Instructional Materials | |
| Slides and handout were clear/easy to read | 7 |
| Slides and handout are devoid of spelling and grammatical errors | 7 |
| Provided orientation to charts/graphs/pictures/diagrams (if applicable) | 7 |
| Cites appropriate references/correct referencing style and emphasizes primary literature | 6 |
| Additional comments regarding instructional materials: | In general both slides and handout looked professional, were well laid out, and easy to read. An exception were the statistics and results slides for both studies, which were a bit busy. I thought you did a great job of explaining your charts and graphs. Citing references with superscripts is okay, though for next time you might want to mention that the complete references are given in the handout (if they aren't given on the bottom of the slide). |
| Overall Presentation Content | |
| Introduction, interest in topic, and outline/objectives described | 7 |
| Defines purpose/controversy of seminar topic clearly | 7 |
| Objectives clear and useful for self assessment | 7 |
| Appropriate background information was provided | 7 |
| Well organized presentations and smooth transitions (appropriate 'flow') | 7 |
| Additional comments regarding overall presentation content: | This section was strong. Your descriptions of both types of diet were very complete, and I liked how you described the hypotheses behind the low carbohydrate diet. Objectives were well phrased, and I like your controversy slide. |

| Presentation of Clinical Data | |
|--|---|
| Presented concise objectives, methodology and treatment for each study | 7 |
| Outcome measures were stated and described, and appropriateness was explained | 7 |
| Presented key trial results with corresponding statistical analysis | 7 |
| Student is able to determine if sample size and power is appropriate (if applicable) | 7 |
| Withdrawals and dropouts are accounted for (if applicable) | 7 |
| Provided a detailed & thoughtful analysis of study strengths and limitations | 7 |
| Additional comments regarding presentation of clinical data: | This section was particularly strong. |
| Conclusions | |
| Conclusions are supported by data presented in the seminar | 7 |
| Clinical importance and application of the study is discussed | 7 |
| Provided specific recommendations for clinical pharmacy practice | 7 |
| Discussed the role of the pharmacist and/or impact to the profession of pharmacy in regards to the use of the treatment | 7 |
| Question Answer Session | |
| Succinctly, yet thoroughly answered audience questions | 7 |
| Encouraged questions and interaction with the audience | 7 |
| Additional comments regarding the question answer session: | Lots of questions and your answers reflected your knowledge of the topic. The no-carb pancake recipe was a great way to engage your audience. |
| Overall Knowledge Base | |
| Demonstrated knowledge of subject beyond the facts presented in the seminar | 7 |
| Student is able to distinguish the difference between clinical and statistical significance | 6 |
| Student is able to look beyond the author's conclusions and offer insight into the overall study results | 7 |
| Student is able to discuss conclusions in the context of previous research and in comparison to current practice/therapy | 7 |
| Student is able to think on his/her feet. May theorize if not sure of answer, but identifies answer as such | 7 |
| Additional comments regarding overall knowledge base: | In general your knowledge base was excellent, which came across both during your presentation and in your answers to questions. Concerning clinical significance, I think more studies are need to ascertain whether a low carb diet is truly safe for senior patients with cardiovascular disease. |

| Comments | |
|--|--|
| Provide one comment on what you liked about this seminar | Very informative and entertaining seminar. |

| Presentation Style | |
|--|---|
| Moderate Pace | 7 |
| Thorough eye contact/ minimal reliance on notes | 7 |
| Displayed professionalism/ poise/ confidence/ lacked distracting mannerisms | 7 |
| Material presented at the appropriate level for the audience | 7 |
| Additional comments regarding presentation style: | I thought you had a very engaging and energetic presentation style. |
| Instructional Materials | |
| Slides and handout were clear/easy to read | 5 |
| Slides and handout are devoid of spelling and grammatical errors | 6 |
| Provided orientation to charts/graphs/pictures/diagrams (if applicable) | 6 |
| Cites appropriate references/correct referencing style and emphasizes primary literature | 6 |
| Additional comments regarding instructional materials: | Some graphs and tables didn't show up very well in your handout, but other than that, it was very good. |
| Overall Presentation Content | |
| Introduction, interest in topic, and outline/objectives described | 7 |
| Defines purpose/controversy of seminar topic clearly | 7 |
| Objectives clear and useful for self assessment | 7 |
| Appropriate background information was provided | 7 |
| Well organized presentations and smooth transitions (appropriate 'flow') | 7 |
| Additional comments regarding overall presentation content: | I like how you introduced why you were interested in the topic-it tied in nicely. |
| Presentation of Clinical Data | |
| Presented concise objectives, methodology and treatment for each study | 7 |
| Outcome measures were stated and described, and appropriateness was explained | 7 |
| Presented key trial results with corresponding statistical analysis | 7 |
| Student is able to determine if sample size and power is appropriate (if applicable) | 7 |
| Withdrawals and dropouts are accounted for (if applicable) | 7 |
| Provided a detailed & thoughtful analysis of study strengths and limitations | 7 |
| Additional comments regarding presentation of clinical data: | I appreciated how you referenced us to your appendix in presenting clinical data. |

| Conclusions | |
|--|--|
| Conclusions are supported by data presented in the seminar | 7 |
| Clinical importance and application of the study is discussed | 6 |
| Provided specific recommendations for clinical pharmacy practice | 6 |
| Discussed the role of the pharmacist and/or impact to the profession of pharmacy in regards to the use of the treatment | 6 |
| Question Answer Session | |
| Succinctly, yet thoroughly answered audience questions | 7 |
| Encouraged questions and interaction with the audience | 7 |
| Additional comments regarding the question answer session: | You handled a lot of questions, and did a very good job knowing your material. |
| Overall Knowledge Base | |
| Demonstrated knowledge of subject beyond the facts presented in the seminar | 7 |
| Student is able to distinguish the difference between clinical and statistical significance | 7 |
| Student is able to look beyond the author's conclusions and offer insight into the overall study results | 7 |
| Student is able to discuss conclusions in the context of previous research and in comparison to current practice/therapy | 7 |
| Student is able to think on his/her feet. May theorize if not sure of answer, but identifies answer as such | 7 |
| Additional comments regarding overall knowledge base: | Very knowledgable about studies, this was demonstrated with how well you answered and fielded questions from the audience. |
| Comments | |
| Provide one comment on what you liked about this seminar | I loved your interactive Q&A section with the audience |
| Provide one comment on what could be improved about this seminar | Maybe clean up the handout so some of the graphics appear clearer. |

| Presentation Style | |
|--|---|
| Moderate Pace | 7 |
| Thorough eye contact/ minimal reliance on notes | 7 |
| Displayed professionalism/ poise/ confidence/ lacked distracting mannerisms | 7 |
| Material presented at the appropriate level for the audience | 7 |
| Additional comments regarding presentation style: | It was obvious you had practiced, at it paid off |
| Instructional Materials | |
| Slides and handout were clear/easy to read | 7 |
| Slides and handout are devoid of spelling and grammatical errors | 7 |
| Provided orientation to charts/graphs/pictures/diagrams (if applicable) | 7 |
| Cites appropriate references/correct referencing style and emphasizes primary literature | 7 |
| Additional comments regarding instructional materials: | The cookies and incorporating them into the presentation was a nice touch |
| Overall Presentation Content | |
| Introduction, interest in topic, and outline/objectives described | 7 |
| Defines purpose/controversy of seminar topic clearly | 7 |
| Objectives clear and useful for self assessment | 7 |
| Appropriate background information was provided | 7 |
| Well organized presentations and smooth transitions (appropriate 'flow') | 7 |
| Additional comments regarding overall presentation content: | I liked your interest in the topic |
| Presentation of Clinical Data | |
| Presented concise objectives, methodology and treatment for each study | 7 |
| Outcome measures were stated and described, and appropriateness was explained | 7 |
| Presented key trial results with corresponding statistical analysis | 7 |
| Student is able to determine if sample size and power is appropriate (if applicable) | 7 |
| Withdrawals and dropouts are accounted for (if applicable) | 7 |
| Provided a detailed & thoughtful analysis of study strengths and limitations | 7 |
| Additional comments regarding presentation of clinical data: | Good analysis of the studies |

| Conclusions | | |
|---|--|--|
| Conclusions are supported by data presented in the seminar | 7 | |
| Clinical importance and application of the study is discussed | 7 | |
| Provided specific recommendations for clinical pharmacy practice | 7 | |
| Discussed the role of the pharmacist and/or impact to the profession of pharmacy in regards to the use of the treatment | 7 | |
| Question Answer Session | | |
| Succinctly, yet thoroughly answered audience questions | 7 | |
| Encouraged questions and interaction with the audience | 7 | |
| Additional comments regarding the question answer session: | Lots of questions, good job answering them | |
| Overall Knowledge Base | | |
| Demonstrated knowledge of subject beyond the facts presented in the seminar | 7 | |
| Student is able to distinguish the difference between clinical and statistical significance | 7 | |
| Student is able to look beyond the author's conclusions and offer insight into the overall study results | 7 | |
| Student is able to discuss conclusions in the context of previous research and in comparison to current practice/therapy | 7 | |
| Student is able to think on his/her feet. May theorize if not sure of answer, but identifies answer as such | 7 | |
| Additional comments regarding overall knowledge base: | You displayed a profound knowledge of the subject, you definitely did your homework | |
| Comments | | |
| Provide one comment on what you liked about this seminar | Good job with questions, cookies were a nice touch that were applicable to the seminar | |
| Provide one comment on what could be improved about this seminar | better role of the pharmacist, if possible | |
| General Comments | nice work, paul, you're done until this fall! | |
| | | |

| Presentation Style | |
|--|---|
| Moderate Pace | 7 |
| Thorough eye contact/ minimal reliance on notes | 7 |
| Displayed professionalism/ poise/ confidence/ lacked distracting mannerisms | 7 |
| Material presented at the appropriate level for the audience | 7 |
| Additional comments regarding presentation style: | Great pace and stand out in front of the podium. I really liked the guessing game. |
| Instructional Materials | |
| Slides and handout were clear/easy to read | 7 |
| Slides and handout are devoid of spelling and grammatical errors | 5 |
| Provided orientation to charts/graphs/pictures/diagrams (if applicable) | 7 |
| Cites appropriate references/correct referencing style and emphasizes primary literature | 7 |
| Additional comments regarding instructional materials: | Clean handout, easy to read. I did notice however that there were some typos and blurry tables. There were also some sentences that had punctuation and some that did not. You can do whichever one you want, just be consistant throughout the document. |
| Overall Presentation Content | |
| Introduction, interest in topic, and outline/objectives described | 7 |
| Defines purpose/controversy of seminar topic clearly | 7 |
| Objectives clear and useful for self assessment | 7 |
| Appropriate background information was provided | 7 |
| Well organized presentations and smooth transitions (appropriate 'flow') | 7 |
| Additional comments regarding overall presentation content: | Great job explaining your interest in the topic and the flow of the presentation was great. |
| Presentation of Clinical Data | |
| Presented concise objectives, methodology and treatment for each study | 7 |
| Outcome measures were stated and described, and appropriateness was explained | 7 |
| Presented key trial results with corresponding statistical analysis | 7 |
| Student is able to determine if sample size and power is appropriate (if applicable) | 7 |
| Withdrawals and dropouts are accounted for (if applicable) | 7 |
| Provided a detailed & thoughtful analysis of study strengths and limitations | 7 |
| Additional comments regarding presentation of clinical data: | Nice job presenting the data, there were some parts in the hand out that it seemed a little confusing, such as the weightloss in study 1 looked like 95 kg loss, and there were not p-values for results in study 2. |

| Conclusions | | |
|--|---|--|
| Conclusions are supported by data presented in the seminar | 7 | |
| Clinical importance and application of the study is discussed | 7 | |
| Provided specific recommendations for clinical pharmacy practice | 7 | |
| Discussed the role of the pharmacist and/or impact to the profession of pharmacy in regards to the use of the treatment | 7 | |
| Question Answer Session | | |
| Succinctly, yet thoroughly answered audience questions | 7 | |
| Encouraged questions and interaction with the audience | 7 | |
| Additional comments regarding the question answer session: | You had a lot of questions and answered them very well. | |
| Overall Knowledge Base | | |
| Demonstrated knowledge of subject beyond the facts presented in the seminar | 7 | |
| Student is able to distinguish the difference between clinical and statistical significance | 7 | |
| Student is able to look beyond the author's conclusions and offer insight into the overall study results | 7 | |
| Student is able to discuss conclusions in the context of previous research and in comparison to current practice/therapy | 7 | |
| Student is able to think on his/her feet. May theorize if not sure of answer, but identifies answer as such | 7 | |
| Additional comments regarding overall knowledge base: | Very knoweldgable about the topic, nice job answering the questions. | |
| Comments | | |
| Provide one comment on what you liked about this seminar | I like the presentation style and flow. | |
| Provide one comment on what could be improved about this seminar | Just some minor corrections to the handout for typos and consistancy. | |
| General Comments | Great job, this was a well done seminar. | |
| | | |