# Presenter: Snelgrove, Mallory

## Seminar Date: 2014-03-19

### 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 | 6.91 | 6.99 | 6.98 | 6.99 | 6.98 | 7 | 6.75 | 6.5 | 6.7 | 6.33 | 6.75 | 7 | 6.6 | 0 | 0 | 0 | E (47.3) |

### 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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

### Presentation Style Comments

Nervous at first but definitely decreased with time. Able to speak "off slide' with confidence but tendency to turn and read... / Continue to work on this.

She started with a question which brought good attension from students. / Her presentation style was good but needed some flexibility to move around a little bit.

**Instructional Materials**

| # | Question | A | A- | B+ | B | B- | C+ | C | NA | Mean |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Slides and handout were clear/easy to read | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 2 | Slides and handout are devoid of spelling and grammatical errors | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 3 | Provided orientation to charts/graphs/pictures/diagrams (if applicable) | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 5.5 |
| 4 | Cites appropriate references/correct referencing style and emphasizes primary literature | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6.5 |

**Instructional Materials Comments**

Could have had more charts etc - and thus orientation. Slides easy to read. Excellent intro - this really began the "story".

She did a good job by citing original works wherever necessary. / Diversify in slides (I felt a bit monotonous on her slide style.)

**Overall Presentation Content**

| # | Question | A | A- | B+ | B | B- | C+ | C | Mean |
|---|----------|---|----|----|----|----|----|---|------|
| 1 | Introduction, interest in topic, and outline/objectives described | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 2 | Defines purpose/controversy of seminar topic clearly | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 3 | Objectives clear and useful for self assessment | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 4 | Appropriate background information was provided | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 5 | Well organized presentations and smooth transitions (appropriate 'flow') | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 6 |

**Overall Presentation Content Comments**

Great intro, interest etc. pertinent to the group and engaged audience. Objectives clear and very specific to topic. Background concise, Continue to work on smooth transitions - definitely improved from first practice.

Nothing to add.

**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 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 6 |
| 3 | Presented key trial results with corresponding statistical analysis | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 4 | Student is able to determine if sample size and power is appropriate (if applicable) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 |
| 5 | Withdrawals and dropouts are accounted for (if applicable) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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**

Studies not very good - but the best we are going to get with pregnancy/drug studies. Extensively and thoroughly evaluated. Watch leaps from what study said to what you want it to say.

Her opinion of the benefits of migraine medication during pregnancy will help when advising patients.

## 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 | 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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

## Conclusions Comments

Study data provided limited support for conclusions but effectively illustrated risk/benefit and great job with simulation of new labeling. This was a winner!!!

N/A

**Question Answer Session**

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

**Question Answer Session Comments**

very few questions with a relatively silent audience - but did fine with what she got. Nice job repeating questions - always a good idea to verify understanding.

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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 2 | Student is able to distinguish the difference between clinical and statistical significance | 0 | 2 | 0 | 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 | 1 | 0 | 0 | 0 | 0 | 0 | 6.5 |
| 4 | Student is able to discuss conclusions in the context of previous research and in comparison to current practice/therapy | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 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**

depth of knowledge apparent. care/interest for topic clear.

Her own interpretation and opinion on the clinical results were the strenth of this presentation. / A good job.

## Overall Comments

Great first seminar. As much as you feel concerned about your public speaking - you do a fantastic job. Next time - continue with being very specific to topic with obj and background and work on transitions and engaging audience (getting them to ask questions).

An excellent clinical seminar with an important topic for pregnant women.