



UNIVERSITY OF ALBERTA
FACULTY OF PHARMACY AND
PHARMACEUTICAL SCIENCES

PHARM 455

Specialty Pharmacy Rotation

COURSE OUTLINE AND SYLLABUS

Variable Terms, 2019-20

Course weight: *3

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Course syllabus access:

<https://www.ualberta.ca/pharmacy/preceptors/preceptors/course-information>

CORE ELMS website access (for online student professionalism assessment):

https://www.academicsuiterx.com/experiential_login.php

Office Hours: By appointment, M-F, 0800-1600

Policy about course outlines can be found in [Evaluation Procedures and Grading](#) and [Course Requirements](#) of the University Calendar.

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Course Description

Three credits is equal to 120 hours of practice experience (patient care or non-patient care practice areas are eligible). The course may be completed on part-time or full-time basis. Development and approval of proposal is discussed below. As a first step, students *must identify* their own Preceptor (see Preceptor section below for instructions) for this elective and have this pharmacist approved by the Course Coordinator prior to embarking on the creation of a proposal. The Course coordinator must also approve the proposal prior to enrolling you in the course. Up to 25% of the rotation *may* be spent on a project within the specialty area (examples include scholarly activity related to specialty area (e.g. case report, review article), patient care program development (e.g. patient education material), etc). A final course presentation is required. This course may be repeated once with a different preceptor in a different term. (Note: spring/summer term is considered one term.)

Course Objectives

The course is designed to develop the following *knowledge, skills and attitudes*:

Knowledge:

- Apply knowledge required of pharmacists in the practice setting chosen.

Skills:

- Demonstrate competency in verbal, non-verbal, and written communication.
- Integrate critical thinking, sound judgment and evidence-based medicine into practice (as applicable to the placement setting).
- Provide care utilizing the patient care process (for clinical settings; students will write specific learning objectives pertaining to this competency).
- Develop a learning plan and track progress across the course.

Attitudes:

- Display professional behavior, responsibility, and accountability.
- Demonstrate initiative and self-directed learning.

Course Prerequisites

Preceptor Selection

A student wishing to enroll in Pharmacy 455 will be responsible for identifying a preceptor. Students **must** let the course coordinator know preceptors they want to approach before doing so. Preceptors can be approved if they meet the criteria outlined in [Appendix 1](#). Students should be familiar with this document to guide their selection of a preceptor, and should share this document with prospective preceptors to initially assess interest and eligibility. If the desired preceptor is an **AHS/Covenant staff pharmacist**, the preceptor's manager needs to be first contacted by the course coordinator (students cannot ask them directly). The course coordinator will then notify students if they are permitted to contact the preceptor of interest. Non-AHS/Covenant preceptors can be contacted directly by students. Taking this course is contingent on preceptor availability, and it is the student's responsibility to ensure the preceptor is available for the time frame in which the student wishes to take the course.

Preceptors considering supervising this course must meet the requirements outlined within the checklist of the Preceptor Approval Form ([Appendix 2](#)). Prospective preceptors can also contact the course coordinator to discuss any information/questions they may have. If the preceptor is new, the

course coordinator will be in contact with the preceptor to enroll them up in our experiential education database, CORE ELMS.

Proposal Development and Registration

Prior to being enrolled in the course, students must submit an initial 1-2 page course proposal in Word format (maximum 2 pages using 11 point Calibri font; see [Appendix 3](#)) outlining the student's goals *and* learning objectives (see Course Goals and Objectives) that has been signed/dated by both the preceptor and the student to the course coordinator (athompson@ualberta.ca) 2 months before the start of the term in which the course is being taken (see Course Schedule section). For students working with a preceptor outside Edmonton, email notification of approval of the proposal is acceptable. The proposal will then be reviewed and approved by the course coordinator. If the course coordinator has comments regarding the proposal, it will be sent back to the student for revision prior to final approval. The final proposal is due 1 month before the start of the term. The approved proposal will serve as the contract for PHARM 455 and form the basis for the student's assessment. The student needs to create their assessment forms (both midpoint and final) based on their proposal and each objective needs to be assessed by the preceptor (see [Appendix 4](#) for template). Once approved, the course coordinator will enroll the student in the course (usually within 2 weeks of the course starting); students cannot register themselves on Beartracks.

The proposal must include the information outlined in Appendix 3. Please note, you must include *exact start and end dates, as well as date of midpoint assessment*. This is needed for clinical practice areas requiring Netcare set-up, which is done in advance. It should be apparent when the hours will be completed to fulfill the course requirements.

Creating Course Goals and Objectives

Course goals and objectives will be developed by the student and approved by the preceptor.

Goals describe what students will gain from instruction in broad terms. They are general intentions, and usually abstract and difficult to measure.

Objectives, on the other hand, are specific and measurable and describe what you, the student, will be able to do as a result of engaging in the learning activity.

1. **Mandatory:** Listen to the Canadian Pharmacy Residency Board (CPRB) webinar entitled "Goals and Objectives – What's the Difference Anyways?" This is located [here](#). (scroll down to heading "Learning Plans", recorded May 21, 2014; handout can also be downloaded). This provides a nice overview of goals, objectives and how to approach writing them.
2. Your learning objectives will be the focus of the course, in addition to demonstrating the professionalism objectives outlined in [Appendix 5](#).
3. Learning objectives need to be "action-oriented" and include the "what, when, and how" you will do something.
4. Goals and objectives should be concise and focus on the main skills and knowledge students would like to develop. In general, students should develop 3-5 main goals, and have supporting objectives for each goal (no more than 15 objectives).
5. The main knowledge areas to be developed should be specified.

Example of a goal and related learning objectives

Goal: I will be able to provide care to patients with "X" medical condition

Objectives: I will interview a minimum of 3 patients in the first 7 days of the course to complete an accurate and comprehensive patient assessment (with direct observation by my preceptor), I will create a care plan (using the format outlined in the Patient Care Process document) for each patient I assess and review with my preceptor, I will follow-up with each patient within the time frame specified in the care plan, I will document my care plan using X format in the practice site's computer system within X timeframe. By the end of the course, I will conduct 2 patient interviews/assessments independently and create a plan for care to discuss with my preceptor.

Required Textbooks

There are no assigned textbooks for this course; however, there is a required webinar. See Creating Course Goals and Objectives above. Additional resources are the [2017 AFPC Educational Outcomes](#) and, for patient care practice settings, the [Patient Care Process document](#).

Additional course fees

Costs associated with the travel, accommodation or additional practice site requirements are the responsibility of the student.

Course Schedule

Please see the Academic Calendar for term dates.

NOTE: Spring/Summer term - You will be registered for the course in the term which you start.

Spring Term (course starts in May/June):**

- Notification to course coordinator of potential interest in taking course: January 31
- Signed proposal for course: due date: February 28
- Response to proposal submission by course coordinator: March 15
- Revisions to proposal (if required) to be submitted to course coordinator by Mar 31
- Enrolment in course by course coordinator to be completed by April 15
- Presentation will be scheduled for end of *summer* term, usually last 1-2 weeks of August

Summer Term (course starts in July/August):**

- Notification to course coordinator of potential interest in taking course: March 31
- Signed proposal for course: due date: April 30
- Response to proposal submission by course coordinator: May 15
- Revisions to proposal (if required) to be submitted to course coordinator by May 31
- Enrolment in course by course coordinator to be completed by June 15
- Presentation will be scheduled for end of summer term, usually last 1-2 weeks of August

Fall Term:

- Notification to course coordinator of potential interest in taking course: May 31
- Signed proposal for course: due date - June 30
- Response to proposal submission by Course Coordinator: July 15
- Revisions to proposal (if required) to be submitted to course coordinator by July 31
- Enrolment in course by course coordinator to be completed by August 15
- Presentation will be scheduled at the end of the term, usually during the last week of classes (early to mid-December)

Note. *The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.*

Grading

The course is Credit/No-Credit.

An assessment form will be created based on the learning objectives pre-determined by the student (see template, [Appendix 4](#)), and approved by the preceptor (proposal). The student will be assessed on each of these components, and must receive a minimum grade of “Satisfactory Progress” for each objective. The student will also be evaluated on Professionalism (sample form in [Appendix 5](#); completed in CORE ELMS on-line and must receive a grade of “Acceptable” in all areas.

Conditions for pass:

1. Professionalism (Mandatory): Professionalism will be assessed for 3 areas as outlined in Appendix 5 (to be completed in CORE ELMS. They are: (1) displays professional behaviour, (2) demonstrates professional responsibility and accountability, and (3) demonstrates initiative and self-directed learning. This must be completed on-line by your preceptor at the midpoint and final assessment, and must have an Acceptable rating in each area.
2. Preceptor Assessment of Student and Portfolio Submission:
 - a. Preceptor Assessment of Student: both the proposal-specific assessment at final (created by student from template in [Appendix 4](#), to be used by preceptor). An acceptable mark (Satisfactory Progress or Achieved) must be received in each area in order to be awarded a pass for the course. The additional portfolio requirements are listed in the next section, Assignments and Portfolio.
 - b. Submission of Portfolio (see below). Assignments must be completed to the satisfaction of your preceptor.
3. Completion of Midpoint and Final Student Evaluation of Preceptor and Site in CORE ELMS (see example in [Appendix 6](#)). The midpoint evaluation is designed to generate discussion about important preceptor attributes, placement site qualities and opportunities for learning for the balance of the course. The final evaluation provides the preceptor with summative feedback and is similar to the midpoint evaluation.
4. Completion of Term-End Presentation: An oral presentation must be delivered on-campus at the Faculty at the end of the term on date that is pre-determined by the course coordinator (note: Spring term students will provide their presentation at the end of Summer term). The course coordinator or designate will evaluate the oral presentation based on the rubric in [Appendix 7](#).

Assignments and Portfolio

Assignments will be determined by the student and their preceptor. A portfolio is required to be submitted to the course coordinator. The portfolio contents are:

1. Preceptor Assessment of Student Form (template included in [Appendix 4](#) which student must customize based on their proposal; please create both a midpoint and final using the Word template of the evaluation which is posted on the website).
2. Written description of what activities were completed

3. Artifacts of any projects completed (this does not refer to care plans, rather, projects/assignments completed during the placement)
4. Written reflection essay (maximum 500 words) describing what was learned during the course. This should reflect your learning goals and objectives, and how these were achieved.

The portfolio is to be submitted to the course coordinator by the student on the day they complete their term-end presentation.

Course Presentation

The student will also be required to provide an oral presentation at the end of the course detailing what they learned and accomplished during the course. The course presentation day is arranged by the course coordinator and is scheduled at the end of the term. Students are expected to attend the time arranged for this event so that you can present and also view your classmates' presentations.

Presentation format: 20 minutes long, with up to 5 minutes for questions. It should include the following elements: the 1-2 goals that you learned that you felt were most significant during the course (refer back to your proposal), and how the activities and projects helped you to achieve that goal (illustrative examples can be used; if you are describing a patient case, make sure you don't use any patient identifiers). Your content will be scored on how well your presentation provides evidence to the reviewer about the achievement of your learning related to your major goal/objective. Finally, you should include a reflection, which should highlight future directions based on what you learned, areas of strength you developed from the experience, areas for continued growth, and your opinion of the overall experience.

Policies and Procedures

- All students must meet the [requirements](#) for participation in experiential education courses as stated on the Faculty website.
- All policies pertaining to experiential education are outlined in the [Undergraduate Experiential Education Program Policies and Procedures Manual](#).
- For students performing injections as part of Pharm 455, completion of training in Pharm 430 must have occurred, and CPR + First Aid certificates must be up-to-date and valid. Students can only provide injections under direct supervision of their preceptor.
- See University of Alberta calendar for [other policies](#) related to experiential education.

Preceptor Recognition Program

The Faculty and students of the Faculty of Pharmacy and Pharmaceutical Sciences have partnered to sponsor a Preceptor Recognition Program to recognize outstanding preceptors who meet the criteria linked to an annual "Preceptor Recognition Theme". The theme for the current year is located [here](#). We encourage students to nominate preceptors who fulfill the criteria of the annual theme.

Technology Requirements

There may be technology requirements for this course at the practice site, and your preceptor will need to make you aware of these requirements and facilitate access. It may be advantageous to have a laptop for personal use to achieve course objectives.

Netcare Access (if required)

If in a patient care practice setting, you will require Netcare access, and instructions for this vary depending on practice site location (AHS/Covenant versus community settings). Instructions for getting

Netcare set-up completed are in the [Undergraduate Experiential Education Program Policies and Procedures Manual](#).

Please note, this process needs to be started 6 weeks prior to the course starting in order to have Netcare access active when you arrive at your practice site. If applicable, please complete the required forms/process in a timely manner. Should this process change, students will be notified.

Accessibility Resources

Student accommodations are offered in accordance with the Faculty of Pharmacy and Pharmaceutical Sciences (FoPPS) Essential Skills policy. Students registered with Student Accessibility Services (SAS) who will be using accommodations are advised early in the year to contact the course coordinator to discuss possible accommodations.

Equality, Equity and Respect

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty (including preceptors), staff and students in developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, and sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language.

Appendix 1: Pharm 455: Preceptor Qualifications, Requirements and Responsibilities

Pharm 455 is a specialty elective that allows students to gain experience in a specialty practice setting and create a course proposal that allows them to tailor the learning to their interests, all under the guidance and supervision of a preceptor. A preceptor is a practitioner who teaches, coaches and supports students to develop, apply, and integrate practical knowledge and skills. Preceptors are encouraged to get to know students who approach them for this elective course so that you can determine their interests, and your ability to meet their learning needs. Of note, this course can be taken on a part-time or full-time basis within a term depending on the mutually agreeable schedule of the preceptor and student. Students cannot be paid while participating in this course.

Qualifications

- Preceptors must be integrated into the practice environment and practicing at a level of proficiency that enables them to take on the course requirements
- Motivated and enthusiastic about teaching
- Role model for students demonstrated by having an ethical and patient focused professional practice

Factors identified as assets for preceptors taking on this role include:

- Advanced scope of practice; which may include additional prescribing authority, authorization to give injections, and collaborative practice environment with both patients and other health care providers
- An innovative practice setting
- Previous precepting or teaching experience
- Demonstrated leadership in the profession
- Advanced training or certification such as an Accredited Residency, PharmD, or Certified Diabetes Educator

Requirements

The preceptor must:

- Be licensed to practice in his/her province and must be a member in good standing with the licensing body
- Disclose any relationship (familial, personal, contractual or financial) that may create a conflict of interest when precepting/assessing a student
- Complete foundational preceptor training, outlined on our website [here](#).
- Routinely access email to receive information from the Faculty, and also be able to complete the Professionalism assessment of student on-line (in CORE ELMS).

Responsibilities

Prior to the course starting (after confirmation of approval to be the preceptor)

- If the preceptor is new to our program, he/she will need to complete the [Preceptor Enrolment process on-line](#).
- Complete [preceptor training as required](#). Training requirements can be updated in your CORE ELMS account under the Requirements tab.
- Preceptors are eligible for 2 different [faculty appointments](#). We encourage preceptors to take advantage of the benefits available.

- In conjunction with the student, determine dates and hours for the course as the course coordinator will need to know these for facilitating Netcare set-up. Ensure you choose dates that work for you and your practice site.
- Review the student's learning goals and objectives as presented in their proposal and make any suggestions required. The proposal needs to be signed by the preceptor, either in person, or by e-mailing the course coordinator agreeing to the learning objectives set forth. [NOTE: The course coordinator will also review the proposal and provide feedback (if required) after preceptors have reviewed.]
- Develop a schedule and plan activities that meet the student-driven objectives of the course.
- **IT/access requirements:** Determine requirements for having the student at your practice site and ensure these are set-up for the student in advance. Netcare access processes are different depending on practice setting (ie: AHS/Covenant versus community). Instructions for Netcare set-up are on our [Student Requirements webpage](#).
- Provide student with the following information:
 - Your contact information
 - Location of practice site
 - Parking, transportation and accommodation (if relevant)
 - When and where to report on the first day
 - Site specific dress code requirements (e.g. lab coat, name tag)
 - Recommend any references the student should bring and/or any readings you want them to complete prior to the course starting
 - Information regarding any special activity during the course e.g. staff social functions

Note: For clinical experiences at AHS/Covenant, students are expected to have their N95 fitting documentation with them in case this is needed during the rotation.

During the course

- Complete the student's orientation.
- Communicate performance expectations clearly to the student at the beginning of the course and when introducing a new activity.
- Provide adequate supervision and adjust the level of supervision required based on the student's performance and prior experience. Encourage self directed learning.
- Meet with the student at regular intervals to discuss course activities.
- Assessment of student: Provide timely, positive and constructive feedback verbally or in writing during the course. Also complete student performance assessments at midpoint and final. There are 2 processes for this: (1) Student will provide you with a proposal-specific assessment form (as a Word document) for you to complete and (2) Professionalism assessment of student, completed on-line in CORE ELMS. You must discuss each of these with your student at midpoint and final timepoints across the course. If there are specific goals or expectations set at the midpoint, ensure these are written down and communicated to your student to guide the balance of the course.
- Contact the Course Coordinator (Ann Thompson, athompson@ualberta.ca) if any concerns or questions arise before, during or after the course.

After the course

- Attend the student's presentation at the Faculty about their experience. (optional – subject to preceptor availability)
- Debrief with the course coordinator as required.

Appendix 2: Preceptor Approval Form

(For use by student and prospective preceptor; student to submit to course coordinator once preceptor agrees to precept student – see Course Schedule for relevant due dates)

NOTE: Preceptors must have requirements met before the student starts the course.

Student's Name and ID:	
Student's Email:	
Name/email of preceptor for whom you are seeking approval:	
Practice Site: Name/contact info for Netcare Access Administrator (if required):	
Proposed Dates for Rotation (to ensure timing works):	

Practice Description of Potential Preceptor (100 words)

Preceptor Requirement Checklist (to be discussed between student and prospective preceptor).

NOTE: If you are interested in approaching an AHS/Covenant pharmacist as a preceptor, the Course Coordinator must first contact their manager for approval.

- Preceptor has reviewed [Appendix 1](#) and accepts the responsibilities of the course.
- Potential preceptor is licensed to practice in his/her province and is in good standing with the licensing body
- Any relationship (familial, personal, or financial) that may create a conflict of interest when precepting/assessing a student will be disclosed, and I have indicated if this is present to the course coordinator. Further details in the [Policy and Procedure Manual](#).
- Potential preceptor has completed [preceptor training](#) outlined in Appendix 1. This will be entered by preceptor in their CORE ELMS account under Requirements tab.
- Potential preceptor can access email to receive information from the Faculty

Appendix 3: Student-Created Proposal - Template

Student Name and Email	
Student ID Number	
Area of Specialty	
Placement Site(s)	Primary Preceptor and Contact Information (include email)
	Additional Preceptors
Start Date	End Date
Date of Midpoint Assessment:	

1. Learning Goals and Objectives:
By the end of the placement the student will be able to:

2. Assignments (for those that are pre-determined):

3. Creation of Assessment Forms (based on goals and objectives developed by student): See template in Appendix 4
(The individualized assessment form will be created (in Word) after Learning Goals and Objectives are finalized and approved by preceptor & Course Coordinator; student will email a copy to both Course Coordinator and preceptor.)

Appendix 4: Preceptor Assessment of Student - Template

Complete at midpoint and end of course

Student:

Preceptor:

Site:

Assessment Scale:

Need Improvement (NI): completes the activity/skill incorrectly OR completes activity or demonstrates skill(s) described with frequent prompting, intervention and support from the preceptor OR displays unsafe or inappropriate decision-making or behaviour in relation to the activity or skill(s) described

Satisfactory Progress (SP): completes activity or demonstrates skill(s) with acceptable level of support from preceptor and knows when to seek support

Achieved (A): completes activity or demonstrates skill(s) with minimal prompting or intervention from the preceptor and knows when to seek support

Sample Evaluation Template (indicate if this is for *midpoint* or *final* assessment)

Course Goals and Objectives	Assessment Scale
Professionalism – in CORE ELMS	As per assessment in CORE ELMS
GOAL 1	
Objective 1 (from proposal, that supports Goal 1)	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Partially Achieved/Satisfactory Progress <input type="checkbox"/> Achieved
Objective 2 (from proposal, that supports Goal 1)	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Partially Achieved/Satisfactory Progress <input type="checkbox"/> Achieved
GOAL 2	
Objective 1 (from proposal, that supports Goal 2)	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Partially Achieved/Satisfactory Progress <input type="checkbox"/> Achieved

*In order to pass, the student must receive a “Satisfactory Progress or Achieved” rating for each objective at the FINAL assessment.

Comments (if applicable)

Recommended Overall Mark for Student (based on performance at practice setting; **only applicable at final**):

PASS

FAIL

Signature (Preceptor):

Signature (Student):

Date:

Appendix 5: Professionalism Student Performance Assessment

This assessment is completed online in CORE ELMS. This is provided for information only.

The Faculty has ZERO tolerance for unprofessional behaviours including, but not limited to:

- breaching confidentiality or falsifying records
- violating the Criminal Code or demonstrating infractions of the Human Rights Code
- conducting sexual impropriety with a patient, caregiver, their families or colleagues
- being impaired with an substance while participating in patient care or equivalent

Should any of the above behaviours occur, please contact the course coordinator immediately. The details will be reviewed and appropriate action taken, which could include removal from the site.

RATING SCALE: The student should demonstrate “Acceptable” behaviour for each criteria. Acceptable behaviour is defined as demonstrating this behaviour >90% of the time, and “not acceptable” behaviour defined as < 90%. Acceptable performance is set at >90% to recognize that students are learners and still developing as professionals. Should a student demonstrate unacceptable behaviour at midpoint assessment, please discuss this with your student and contact the course coordinator.

OUTCOME (Please assign a rating of acceptable or not acceptable for each criterion.)	RATING SCALE			
	Midpoint		Final	
	Acceptable	Not Acceptable	Acceptable	Not Acceptable
1. Displays professional behaviour				
a. Displays honesty, integrity and commitment				
b. Is well groomed and wears clothing and attire that is appropriate for the practice setting.				
c. respects others and does not engage in distracting behavior				
2. Demonstrates professional responsibility and accountability.				
a. Fulfills their professional commitments and assignments in a diligent and timely manner				
b. Accepts responsibility for his/her recommendations				
c. Prioritizes activities to fulfill all responsibilities in a timely manner.				
d. Is punctual				
e. Responds to and incorporates feedback on ways to improve				
3. Demonstrates initiative and self-directed learning.				
a. Takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning)				
b. Evaluates their practice and knowledge to identify areas for continuing professional development				
c. Seeks feedback to identify limitations or strengths in competence / performance				

Comments:

Appendix 6: Student's Evaluation of the Preceptor – Midpoint and Final

This evaluation is completed online in CORE ELMS. This is provided for information only. Please discuss after the preceptor has completed the midpoint and final assessment of student performance.

	<u>PRECEPTOR ATTRIBUTES</u>	Strongly Disagree				Strongly Agree
My preceptor:						
1.	Communicates expectations clearly.	1	2	3	4	5
2.	Provides opportunities to practice appropriate with my level of knowledge and skill.	1	2	3	4	5
3.	Provides specific feedback that helps to improve my knowledge and skills.	1	2	3	4	5
4.	Encourages me to ask questions.	1	2	3	4	5
5.	Is approachable when I need help or guidance.	1	2	3	4	5
6.	Demonstrates flexibility to adapt to my learning needs.	1	2	3	4	5
7.	Encourages me to provide feedback about teaching and learning.	1	2	3	4	5
8.	Communicates respectfully with me.	1	2	3	4	5
9.	Creates a professional relationship with me.	1	2	3	4	5
10.	Provides the appropriate amount of supervision based on my learning level.	1	2	3	4	5
11.	Challenges me through effective questioning, prompting and debriefing.	1	2	3	4	5
12.	Supports me to take responsibility for my learning.	1	2	3	4	5
The practice setting:						
13.	Provides me with adequate opportunities to meet my learning objectives (as per my proposal).	1	2	3	4	5
14.	Has staff who support my learning.	1	2	3	4	5

Comments:

Appendix 7: Pharm 455 Presentation - Skills and Content Evaluation

Date:
Presentation Title:

Student:
Preceptor:

Time Score: _____

Time started: _____ Time finished (before questions): _____ Scale: 18-22 min = 2 points +/- 5 min = 1 points > +/- 10 min = 0 point

Organization/(AV) Presentation Score: _____

<p>1 – Unacceptable Presentation consistently disorganized and difficult to follow. Information does not follow a logical sequence. AV presentation slides detract from presentation. Difficult to read (font too small) or understand. Frequent spelling errors. Too much text per slide.</p>	<p>1.5 – Needs Improvement Presentation sometimes disorganized or difficult to follow. Sometimes presents unnecessary or irrelevant information. AV presentation slides are sometimes difficult to read or understand (unclear). Some spelling errors.</p>	<p>2 – Acceptable Presentation consistently organized and flows logically. Included introduction & conclusion. Presents mainly pertinent information. AV presentation slides have the appropriate amount of information with few spelling errors and support the presentation.</p>	<p>2.5 – Above Average Presentation is well organized and flows logically. The sequence of information and ideas enhances the presentation. AV presentation is organized, readable and neat with no spelling errors. Adapts mode, method or style of presentation to audience</p>	<p>3 – Exceptional Presentation features a unique, but well organized sequence of ideas and information that successfully enhances the presentation. AV presentation has unique design, choice or combination making it a definite asset to the material presented.</p>
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Comments:

Content Score: _____ (Elements to be evaluated are: the main 1-2 goal(s) that you felt you learned most significantly during the course, and how the activities and projects during the course helped you achieve that goal. (Illustrative examples can be used; if you are describing a patient case, make sure you don't use any patient identifiers.) Finally, include a reflection highlighting future directions based on what you learned, areas of strength you developed, areas for continued growth, and your opinion of the overall experience.

<p>3 – Unacceptable Main objective or goal not stated or very unclear, and/or supporting evidence of how goal was achieved is missing, unclear, or not obviously linked. Reflection of experience is missing.</p>	<p>6 – Needs Improvement Main objective or goal is stated. Supporting evidence of how goal was achieved is unclear, incomplete or only partially linked. Reflection of experience lacks insight.</p>	<p>9 – Acceptable Main objective or goal is stated. Supporting evidence of how goal was achieved is adequate. Reflection of experience is acceptable.</p>	<p>12 – Above Average Main objective or goal is stated. Supporting evidence of how goal was achieved is well-stated or expressed, with minimal extraneous data. Reflection of experience is insightful.</p>	<p>14 – Exceptional Main objective or goal is stated. Supporting evidence of how goal was achieved is exceptionally well-stated. No omissions/unnecessary data. Reflection of experience is exemplary.</p>
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Comments:

Communication – Verbal Score:

1 – Unacceptable Hard to hear or understand. Consistently mumbles or mispronounces words. Speaking rate (too fast/slow) detracts from presentation. Consistently monotone voice suggests lack of interest. Disrespectful of audience.	2 – Needs Improvement Sometimes hard to hear or understand due to mumbling, volume or rate. Sometimes makes pronunciation errors.	3 – Acceptable Volume and rate adequate with no mumbling. Some variation in tone and expression that generally reflects interest in the presentation. Rarely makes pronunciation errors.	4 – Above Average Good volume and rate. Expressive voice shows enthusiasm for subject and presentation. No pronunciation errors.	5 – Exceptional Volume and rate are varied to enhance the presentation. Always audible with good enunciation and no errors in pronunciation. Very expressive voice shows enthusiasm for subject and presentation.
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Comments:**General Presentation Skills Score: _____**

1 – Unacceptable Lacks enthusiasm for subject matter, rarely looks at audience when speaking, loses train-of-thought periodically, reads slides directly most of time and provides little interpretation in own words. Distracting mannerisms.	1.5 – Needs Improvement Shows little enthusiasm for subject matter, infrequently looks at audience when speaking, reads slides directly some of the time and provides only some interpretation in own words. Some mannerisms distract from presentation.	2 – Acceptable Shows enthusiasm for subject matter, looks at audience throughout presentation, slides support presentation in that presenter can speak to subject matter (only reads notes occasionally).	2.5 – Above Average Good eye contact with all audience members. Uses notes as reference only. Appears confident, comfortable, and enthusiastic. No distracting mannerisms.	3 – Exceptional Gestures enhance the presentation. Polished, poised, confident speaker. Energy and enthusiasm are motivating. Rarely uses notes. No distracting mannerisms.
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Comments:**Questions Score:**

1 – Unacceptable Difficulty understanding questions asked. Cannot answer basic questions.	1.5 – Needs Improvement Pertinent information missed in presentation is brought out only through repeated questions. Unable to answer some questions. Lacks confidence in discussion.	2 – Acceptable Pertinent information missed in presentation is usually readily brought out through questions. May need prompting to expand on answers. Usually confident.	2.5 – Above Average Quickly grasps intent of question, and readily provides all pertinent information missed in presentation. Answers are complete and concise. Confident.	3 – Exceptional Quickly grasps intent of question, and expands with confidence on information presented. Answers are concise and complete. They stimulate discussion and enhance the presentation.
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Comments: