

PPRA 9982
Professional Doctorate Senior Seminar Boise
College of Pharmacy
Idaho State University

Course Coordinator

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Dates/Times/Locations

Fridays 1:30 – 4:30 pm, January 16th until all seminars (and make-ups if necessary) have been completed

RM: Veterans Affairs Medical Center-Learning Resource Center (LRC) unless otherwise specified.

Course Objectives

- 1) The learner will demonstrate that they can identify, analyze, critique, and assimilate relevant supporting primary and secondary scientific literature for a specific pharmacotherapy-related question. The learner will be able to formally present their findings and specific therapeutic conclusions or recommendations to peers and faculty.
- 2) After formally presenting their topic findings and specific therapeutic conclusions or recommendations, learners should demonstrate their ability to stimulate and facilitate a discussion with the audience regarding select aspects of the seminar topic which may include: strengths/limitations of scientific literature, potential future studies that may need to be conducted, as well as important ancillary issues (cost, ethical concerns, clinical practicality, etc.) that may be relevant to a specific topic.

Course Overview

Seminar orientation will be held **Friday September 19th from 1:30-2:30**. Attendance at orientation is mandatory unless prior arrangements have been made with the course coordinator. Students residing outside the Treasure Valley in fall semester are excused. A videotape of the orientation will be made for review which can be checked out for review. It is your responsibility to understand the expectations for seminar.

Selecting a seminar topic

A list of possible seminar topics, created by Boise-based faculty, will be posted in the PPRA 982 folder of the class notes drive by **September 21st**. This list may provide you with a potential idea for a seminar topic, but you are not required to select a topic from the list. Learners are encouraged to come up with their own topic ideas consistent with

their own interests.

If a learner identifies a topic of interest from the list, they should conduct a brief literature review to become familiar with the topic, then contact a Boise-based faculty member with interest and/or expertise in the topic area and ask them if they would serve as a Primary Evaluator for the seminar. The faculty member may want to see your literature search or discuss the topic or they may agree to approve or disapprove the topic as is. You may refine the initial topic question based on discussions with the faculty member.

Choosing a self-formulated topic

The topic list provided by the faculty is only a small portion of interesting topics that you may use. Learners are encouraged to self-formulate a seminar topic that is not on the list if they have topic areas they are interested in.

One of the challenges in applying scientific literature to evidence based practice is defining what is the specific question(s) that need to be answered. Selecting a seminar topic is very similar in that the question posed has to be defined clearly to allow for sufficient depth in conducting a literature review, but there also has to be sufficient information available to analyze and formulate conclusions.

A good clinical question has 4 elements (PICO): 1) Problem; 2) Intervention (drug, diagnosis, exposure, etc.); Comparison for the intervention; and 4) Outcome(s) of interest.

Once you have a general idea for a topic, identify the four elements that you want to answer then conduct a literature review. Refine and revise the question based upon your search results.

Once you have formulated a draft of your question THEN contact a faculty member with expertise in the area to discuss if they may be interested in serving as your primary evaluator.

In a similar manner to selecting a topic from the list, as soon as you have identified a potential seminar topic and primary evaluator, you should submit your request for a topic and potential primary evaluator via e-mail to Dr. Madaras-Kelly (kmk@otc.isu.edu). The faculty member that has agreed to be your primary evaluator should be CC'd in your e-mail request.

Final topic assignment

Learners should have submitted a topic with agreement from a faculty member to serve as primary evaluator for approval **no later than October 20th**. Failure to submit a topic for approval by the deadline will result in a 10% penalty on your seminar score. The Course Coordinator will inform you if your topic was approved via e-mail as soon as

possible (that way you can begin your preparation). The course coordinator will finalize and assign all topic selections, primary and secondary evaluators, and presentation dates. A finalized calendar of seminar topics and dates will be posted in the class notes drive as soon as possible (likely the first week of November). Every attempt will be made to accommodate topic requests in an equitable manner and prove you with an interesting topic.

When class reconvenes on **January 15th** two seminars a class period will be presented. Each seminar should be approximately 45 minutes long, with an additional 5-10 minutes dedicated to a question and answer session. Afterwards, a 5-10 minute group discussion facilitated by the presenter of therapeutic issues relating to the topic will take place.

Once a seminar topic is assigned the learner should work on developing the seminar. Learners are required to meet once more with their primary faculty advisor at least two-weeks prior to their seminar. The primary faculty advisor in conjunction with the learner will determine which studies are considered to be “pivotal” and expounded upon during the formal presentation. Learners are also required to provide the pivotal studies to their primary and secondary faculty advisors and Dr. Madaras-Kelly via e-mail. Your primary faculty advisor should be CC'd in the e-mail as well to avoid any confusion about which studies are “pivotal”.

The following deadlines should be met regarding the distribution of seminar related materials:

- 1) A detailed copy of a completed PubMed search; copies of “perceived pivotal” relevant studies, and a brief seminar outline are to be provided to their primary evaluator at least two weeks prior to the seminar. Your perceived pivotal studies should be delivered to your secondary faculty evaluator at least two weeks prior to your seminar.
- 2) All pivotal studies for your seminar should be delivered to the [departmental secretary?](#) at least one week prior to your seminar for posting in the PPRA 9982 folder on the class notes drive. PDF files should be sent electronically. If your pivotal studies are not available electronically, please deliver a paper copy of your studies to the [departmental secretary?](#) She will scan and convert the studies to PDF format and post in the class notes drive.
- 3) Learners are expected to use Microsoft PowerPoint to prepare slides for use during their presentation. Learners are expected to present study data and provide appropriate citation on all of their slides. Proprietary (pharmaceutical industry) generated slides are not acceptable. However scanned, recreated from original data, or internet copied images are acceptable provided that they are appropriately cited and do not violate copy write protection. All slides with data that is obtained via scanning or “pasting” from other sources **MUST BE LEGIBLE**

or a penalty of your seminar evaluation will result. Adding appendices of data to the handout is not acceptable.(see grading instrument)

The handout should consist of printed slides formatted to provide six slides per page. In addition, the handout should include a complete bibliography of all of the references utilized in generating the seminar. The learner should forward their presentation to the [departmental secretary?](#) at least 48 hours prior to their seminar for conversion to a PDF file and posting on the class notes drive. Alternatively, you may bring approximately 30 copies of the handout/bibliographies to their presentation if they cannot forward their handout for posting in a timely manner.

Failure to meet the above deadlines with regard to distribution of seminar materials will result in penalty of your seminar evaluation (see evaluative instrument).

Learners should feel free to develop their own presentation style, however, seminars must still provide enough continuity to facilitate evaluation via the “Seminar Grading Instrument.” (see attached).

Seminars will usually follow a format similar to the following (Review Seminar Grading Instrument for a complete description):

Preparation (10% of grade): A successful seminar presentation generally requires a well thought out presentation plan and a systematic approach to identifying and analyzing primary literature.

Introduction (10% of grade): Objectives and background information pertinent to the seminar topic. Objectives should be clearly defined and the presentation should parallel the objectives. Background should be sufficient to facilitate audience understanding of the topic, but not too long to detract from analysis and synthesis of the primary literature.

Body of seminar (45% of total grade with 15% for presentation style and 30% for content): During the body of the presentation, every effort should be made to provide a systematic synopsis of the relevant clinical trials that address the seminar topic.(not just the pivotal trials). This item’s weight is twice that of other measures in the seminar content section of the grading instrument. The purpose of this component is to convince your audience that you are formulating a conclusion on the weight of the clinical evidence and have not picked and chosen your data to fit a pre-conceived conclusion. In addition, the body of the presentation should provide a detailed critique of the “pivotal” studies including study design, methodology, analysis, and results.

Summary and conclusions (10% of final grade): Presenters are expected to formulate conclusions and recommendations consistent with their review of the material and all of the data presented.

Questions and answers (10% of final grade): Presenters will respond to the audience regarding their seminar topic.

Topic Discussion and facilitation (10% of final grade):

After the seminar a 5-10 minute group discussion of the seminar will take place. The discussion will be facilitated by the seminar presenter. The discussion will focus on three areas:

- 1) Aspects or controversial issues relating to the seminar that were not available or covered in the presentation. (cost, ethical issues, etc.)
- 2) Strengths and weaknesses of the study data presented in the seminar.
- 3) Discussion of future possible research or issues relating to the seminar.

Presenters should be familiar with how the three topic areas relate to their seminar, and they should be prepared to facilitate a short discussion with the audience (students and faculty). Facilitating a discussion involves stimulating the audience to discuss aspects of the seminar amongst themselves by proposing relevant hypothetical questions, calling upon individual audience members to give opinions or answers, or providing topic expertise to the discussion.

Audience Participation:

All audience participants are expected to be active listeners and learners throughout the seminar.

All learners are required to participate in the group discussion, and learners (particularly learners assigned to grade the seminar -see below) may be called upon by the presenter or faculty to provide input to the discussion.

Learners are not required to read the pivotal studies prior to seminar unless you are assigned to grade the seminar, however the pivotal studies are in the class notes drive if you are interested. If you are an assigned grader you should read the pivotal studies before coming to class and be ready to contribute to the group discussion if called upon by faculty or the seminarian.

In addition, all learners are expected to turn in the seminar evaluation form, which will be given to the presenter after the group discussion. The forms are to serve as a template for gathering information pertinent to the group discussion, to provide speaker feedback, and gain familiarity with the grading instrument for the audience member's own seminar.

Evaluation

The grading structure for the class is pass/fail. A minimum of 75% is necessary to pass the class.

One hundred percent of the grade will be awarded based upon performance associated with seminar preparation, delivery, and group discussion facilitation via the seminar-grading instrument.

The primary and secondary faculty evaluators will grade seminar performance and their scores will be weighted 40% each. The two students that presented seminar the week before will also grade the seminar, and their grade will account for 10% each. An average of the evaluators will be used to determine the seminar score. You should contact Dr. Madaras-Kelly at least one week after the presentation to obtain your score. If you wish to review your scoring sheets you should make an appointment with Dr. Madaras-Kelly to review them.

In addition, successful completion of the seminar course is also contingent upon the learner's attendance. You are allowed two absences (two Fridays) without penalty however, they cannot be dates when you are scheduled to evaluate. In the event that you are unable to make the class beyond the two absences, Dr. Madaras-Kelly must be contacted in advance to excuse your attendance. If you are a scheduled evaluator and foresee needing to miss that seminar or have a conflict of interest in evaluating a specific seminar you need to contact Dr. Madaras-Kelly as soon as you are aware of the problem so alternative arrangements can be made. An unexcused absence on the date you are scheduled to grade will result in a 10% decrease in your seminar score. If you are located inside the Treasure Valley (defined as Mountain Home to Ontario), or are off-rotation during the seminar series you are still responsible to attend seminar. If you are located outside the Treasure Valley during the seminar series and wish not to attend you need to contact Dr. Madaras-Kelly in advance to excuse your absence. Each additional unexcused absence will result in subtraction of 10% of your seminar score. Continued unexcused absences may result in remediation in the form of presenting a second seminar (see below).

Academic Dishonesty

Academic dishonesty is unacceptable and will not be tolerated. Definitions of academic dishonesty include, but are not limited to, submitting for course credit the same work more than once and plagiarism. It is the learner's responsibility to understand what constitutes academic dishonesty (see Student Handbook, Part 6. Section IX. A.). If you are uncertain about whether a particular aspect of your work may constitute academic dishonesty, you should seek guidance from Dr. Madaras-Kelly prior to your seminar presentation.

Documented acts of academic dishonesty will result in immediate failure of the seminar (See Remediation).

Remediation

In the event that a failing grade is earned, learners will be assigned a new seminar topic and a presentation time will be rescheduled at least one month after notification of the failing grade. Failure to achieve a passing grade (\geq) 75% on the makeup seminar will result in failure of the course.