

Professional Student Seminar

PHAR 9982

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Location/Time: Fall Semester, Fridays at 3:00 & 4:00pm
LH 160
A list of seminar dates will be emailed to Pocatello students and are on a first-come-first-serve basis. Proposed topics are also on a first-come-first-serve basis.
Seminar dates and proposed topics should be emailed to Dr. Rhodes so the exact date and time are documented.

Course Description:

Development of a relevant therapeutic topic including review, analysis, and oral presentation of all appropriate scientific literature.

The student audience will participate through active listening then posing relevant questions, and participating in-group discussion of the topic.

(1 Credit)

Course Objectives:

- Learner will synthesize a self-formulated, focused clinical or practice based pharmacy related question by drawing upon the breadth of your pharmacy education, practice experience, and current primary literature
- Learner will identify all significant scientific literature (primary & secondary) relevant to the clinical question
- Learner will analyze, critique, and assimilate supporting scientific literature to formulate specific, defensible therapeutic conclusions and recommendations.
- Learner will provide their findings in a formal presentation utilizing appropriate presentation software/technology
- Learner will demonstrate the ability to verbally interact and stimulate discussion of aspects that are not addressed in the body of the seminar
- Learner will demonstrate the ability to teach others through the use of effective presentation techniques and communications skills

Course Procedures:

A mandatory Senior Seminar orientation will be held the second week of July in room LH 123.

A. Selecting a Topic/Topic Development

The seminar topic should be self-formulated and focused on a contemporary clinical or practice-based pharmacy related topic. When developing a seminar topic the student should draw upon the breadth of their pharmacy education and clinical experience.

Developing a seminar topic involves structuring a good clinical question, which has four elements (PICO): 1) Problem; 2) Intervention (drug, diagnosis, exposure, etc.); 3) Comparison for the intervention; and 4) Outcome(s) of interest.

Once a general idea for a topic has been made, identify the four elements to answer; then conduct a literature review. Refine and revise the question based upon search results.

The seminar topic should be clearly defined to allow for sufficient depth in conducting a literature review, but also be structured so that sufficient information is available to analyze and formulate conclusions.

Once the question has been formulated/refined, THEN a Primary Evaluator should be contacted for topic discussion. Revision of the topic may undergo further revision prior to granting approval.

B. Faculty Evaluators

Each Seminar will be evaluated by at least 2 faculty members (Primary & Secondary Evaluators). Faculty Evaluators may serve as limited mentors during your preparation and are responsible for assigning the final grade of the seminar. Over-reliance on faculty evaluators during the construction of the seminar is discouraged and will result in grade penalization.

Seminar evaluators should be faculty members of the Department of Pharmacy Practice and Administrative Sciences. If the evaluator is not a faculty member, they must be approved by Dr. Rhodes. Evaluators should have some expertise in the selected seminar topic.

C. Literature Evaluation

Evaluation of literature should be comprehensive enough to convince the audience that ALL evidence was considered, even if only the most important literature is presented in-depth.

Appropriate literature should be analyzed, critiqued, and assimilated to formulate defensible therapeutic conclusions and recommendations.

D. Presentation

Presenters are expected to utilize Microsoft PowerPoint (or similar technology) to prepare slides for use during their presentation. Appropriate citation should be included on all of slides/displays.

Students are responsible for time management and should spend only the allotted time for each section as indicated in the syllabus.

The entire seminar presentation, including discussion, should be approximately 50-60 minutes in length and should include the following components:

Introduction: Objectives and background information pertinent to the seminar topic. The speaker should introduce the topic and themselves in a professional manner. Objectives should be clearly defined and the presentation should parallel the objectives.

Body of seminar: **The background material should be sufficient to facilitate audience understanding of the topic, but not too lengthy to detract from analysis and synthesis of the primary literature. The clinical question that is the focus of the seminar should be clearly stated.** 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). 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: Presenters are expected to formulate defensible conclusions and recommendations consistent with their review of ALL data presented. The speaker should provide defensible conclusions even if the literature review findings specific to the question posed are contradictory or inconclusive.

Questions and Answer: Presenters will respond to the audience questions regarding their seminar topic.

E. Handout

A handout should be generated by the speaker for the presentation. The handout should consist of printed slides formatted to provide six slides per page or an outline format. In addition, the handout should include a complete bibliography of all of the references utilized in generating the seminar (in legible size font). ALL supplemental documents/graphs/references should be provided and easily readable to supplement presentation.

Handout should be emailed to Dr. Rhodes on the Monday before the Friday presentation. Handouts will be placed on Class Notes for audience to make copies.

F. Audience Participation

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

All learners are expected to participate in the group discussion, and may be called upon by the presenter or faculty to provide input to the discussion.

Students must attend at least 70% of all seminars while you are on rotation in the Pocatello, Idaho Falls, Twin Falls, and the surrounding areas in order to pass the course.

If the current preceptor has any questions about leaving the rotation site early on Fridays, have them contact Dr. Rhodes.

G. Evaluation/Grading

The grading structure for the class is satisfactory/ unsatisfactory (pass/fail). 'Satisfactory' is defined as a score $\geq 75\%$.

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. (See Attached)

Preparation	15%
Introduction	10%
Body of Seminar Style	15%
Body of Seminar Content	30%
Summary & Conclusions	15%
Question & Answer	15%
Total Score	100%

The Primary and Secondary faculty evaluators will grade the seminar with the standard Seminar Evaluation Form (PHAR 9982). Each faculty evaluator will make up 50% of the grade for a total of 100%.

H. Remediation

In the event that a learner fails the seminar presentation, learners will develop a new seminar topic and new faculty evaluators by the course coordinator. 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. This may entail traveling to a distant site or evaluation via distant learning.

I. Attendance Policy

Professionals are involved in their own education. Students are expected to be present during scheduled classes and to actively participate in those classes. Attendance is considered particularly important when "guest" instructors are teaching class. Instructors have the right to enforce attendance requirements.

J. Absence Policy

Only documented illnesses and attendance at national or regional professional meetings are considered excused absences from learning experiences where attendance is required. If an exam must be missed due to an unforeseeable event, prior notification via phone or email is necessary. Failure to notify the course coordinator of the situation as soon as possible may result in receiving no points for the exam; exam retakes may be administered at the discretion of the course instructor or coordinator.

K. Drug and Alcohol Abuse

Pharmacy students that display behaviors outlined in the College of Pharmacy Student Handbook may be referred for a chemical dependency evaluation. Students who display any of these behaviors may be required to submit to an alcohol breathalyzer test sensitive to 0.02%. Positive results obtained in a classroom, IPPE or APPE setting will require the student to submit immediately to a blood alcohol concentration determination and urine drug screen arranged on-site through Certified Background. The student bears all costs associated with drug testing. The results must be brought to the Office of the Associate Dean immediately upon receipt.

L. Academic dishonesty

Academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in exams or other academic work. Specific examples of both cheating and plagiarism may be found in the ISU Student Handbook. Dishonest acts undermine the College of Pharmacy's educational mission and the students' personal and intellectual growth. Pharmacy students are expected to bear

individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise the academic process will be sanctioned. Students who are aware of cheating should report this activity immediately to the instructor or exam proctor. Academic sanctions are at the discretion of the instructor(s) and may range from an F on the assignment to an F with notation in the course. Reports of suspected academic dishonesty or unprofessional behavior should be sent to the Office of the Associate Dean or to any member of the College of Pharmacy's Student Conduct Board.

M. Students with disabilities

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. Students with disability related needs should contact the Director of the Center for Students with Disabilities, Campus Stop 8121, (208) 282-3599. TTY 1-800-377-3529. Disabled students must obtain a letter from the Center for Students with Disabilities that outlines the specific accommodations required. It is the student's responsibility to provide a copy of this letter to the Office of the Associate Dean and to each instructor/module coordinator by the end of the first week of each course or module in order for accommodations to be scheduled.

N. Participation in College assessment activities

Participation in the annual assessment exam and other College of Pharmacy assessment tools is required for all Doctor of Pharmacy students. Assessment tools must be completed by each student, each semester for the student to successfully progress in the program. Please see the ISU College of Pharmacy Student Handbook for a list of required Assessment tools. This includes all applicable course and instructor evaluations.

O. Student audio/video taping of class

Audio or visual recording of any class session is not allowed without the prior direct permission of the presenter. On-line posting or other forms of electronic dissemination of any recordings is strictly forbidden without prior specific written permission from the presenter.

Learning Outcomes (ACPE Appendix B):

Biostatistics

- evaluation of statistical results
- understanding of statistical versus clinical significance

Economics/Pharmacoeconomics

- concepts of pharmacoeconomics in relation to patient care

Practice Management

- project management

Professional Communication

- effective verbal and written interpersonal communication
- group presentation skills
- communicating research and clinical findings to inter-professional and interdisciplinary audiences

Pharmacy Practice and Pharmacist-Provided Care

- evidence-based practice and decisions
- identifying pharmacotherapeutic knowledge gaps in the professional literature

Pharmacotherapy

- evaluation of clinical trials that validate treatment usefulness
- application of evidence-based decision making to patient care

Drug Information

- application of drug information skills for delivery of pharmaceutical care
- the ability to judge the reliability of various sources of information

Literature Evaluation and Research Design

- practical implications of the primary literature
- principles of research design and analysis in practicing evidence-based pharmacy
- levels of clinical evidence

College of Pharmacy Endpoint Competencies

1.11	Appropriately utilize clinical literature to provide an evidence-based approach to patient-centered pharmaceutical care.	Appropriately utilize clinical and scientific literature to provide an evidence-based approach to answering a practice-based question. This includes the ability to provide an answer when evidence is inconclusive.
3.10	Apply principles of pharmacoeconomic and humanistic outcomes research and quality assurance methods to the evaluation of patient-centered pharmaceutical care.	Apply principles of pharmacoeconomic and humanistic outcomes research to answer practice-based questions.
5.2	Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory, and maintaining patient confidentiality.	Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory.
5.3	Demonstrate professional behavior including punctuality, reliability, meeting deadlines dressing appropriately, and assuming responsibility for one's actions.	Demonstrate professional behavior including punctuality, reliability, meeting deadlines, dressing appropriately, and assuming responsibility for one's actions.
5.4	Participate actively and effectively in educational activities and as a member of an interdisciplinary health care team.	Participate actively and effectively in the education of others.
5.5	Maintain high standards with regard to moral, ethical and legal conduct.	Maintain high standards with regard to moral, ethical and legal conduct.