

Practice Development Project Presentation Evaluation Form

Date: _____

Student Name: _____

Project Title: _____

Evaluator Name: _____

Content of Presentation (64%)

Introduction (19%)

Comments

~ 1
min.
total

		Comments		
Site info	2%	Introduced self, clinical instructor, rotation site & provided some demographics (i.e., populations served, volume/beds, number of pharmacists, etc.)		YES/NO
Project purpose	2%	Stated single purpose, the “overarching” thing you want to accomplish with your project		YES/NO
Project SMART objectives	6%	<ul style="list-style-type: none"> • Zero or one objective 		<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> • Two to three SMART objectives for the project (not the presentation) which do <u>not</u> use actionable <u>or</u> measurable verbs 		<input type="checkbox"/> (50%)
		<ul style="list-style-type: none"> • Two to three SMART objectives for the project (not the presentation) which <u>do</u> use verbs that are actionable or measurable <u>but not both</u> 		<input type="checkbox"/> (80%)
		<ul style="list-style-type: none"> • Two to three SMART objectives for the project (not the presentation) which <u>are both actionable and measurable</u> (note: completion of an objective –i.e. a presentation or a patient info brochure--is <u>not</u> a measurable outcome for an objective; students should consider the goal of the objective when determining their measurements.) 		<input type="checkbox"/> (100%)

Evidence-based background (~3 minutes total)	6%	<u>Description/rationale from literature of why project/topic is important:</u> <ul style="list-style-type: none"> o No evidence-based background 		<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> o Evidence-based background <u>not tied</u> to project <u>appropriately</u> or does <u>not use</u> any <u>primary or secondary literature, as applicable</u> 		<input type="checkbox"/> (25%)
		<ul style="list-style-type: none"> o Provides need/rationale for project however does <u>not</u> support with references from published primary & secondary literature and other non-industry peer-reviewed sources, as applicable. Spends an excess amount of time discussing evidence-based background. 		<input type="checkbox"/> (50%)
		<ul style="list-style-type: none"> o Provides need/rationale for project with support from published primary & secondary literature and other non-industry peer-reviewed sources, as applicable; expectation is <u>at least 2 slides</u> of information. Spends an appropriate amount of time on evidence-based background. 		<input type="checkbox"/> (100%)
	3%	<u>Evidence-based detail/statistics:</u> <ul style="list-style-type: none"> o No data/statistics included 		<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> o Specific data/statistics included for at least 1 reference, but details from remaining applicable references are not adequately explained; as a reminder, students can include data/statistics on slides but verbally describe more generally 		<input type="checkbox"/> (50%)
		<ul style="list-style-type: none"> o Includes specific data/statistics & information from published primary & secondary literature and other non-industry peer-reviewed sources, as applicable 		<input type="checkbox"/> (100%)

Project Information (35%)		Comments	
Project methods (~3 minutes total)	11%	Methods:	
		○ No methods sections	<input type="checkbox"/> (0%)
		○ List of steps taken is unclear for the audience to understand the project operationalization	<input type="checkbox"/> (50%)
		○ Lists & describes the steps/information that the student carried out but <u>not in enough detail</u> for another person to be able <u>to replicate</u> the project (i.e. understandable list of steps taken)	<input type="checkbox"/> (80%)
		○ Lists & describes the <u>detailed</u> steps/information that would be needed in order to replicate the project; expectation is <u>at least 2 slides</u> of information	<input type="checkbox"/> (100%)

Student role: overall time commitment/ workload & student role (~1 minute total)	2%	Student role: discusses student's specific role in the project including who generated the project topic/concepts, which parts of the project are attributed to the student's own work, and how the student chose to operationalize the project		YES/NO
	2%	Time commitment/workload: itemizes time allocation by major project steps/activities to date and anticipated additional project time (note: Projects are expected to require at least 8 to 10 hours) <ul style="list-style-type: none"> ○ Extensive >20 hours ○ Significant 11-20 hours ○ Moderate 8-10 hours ○ Minimal <8 hours 		YES/NO

Project outcomes/ results-to-date (~3 minutes)	11%	<ul style="list-style-type: none"> No outcomes reported 		<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> Reports that outcomes are completed, but does not describe the measurement or quality of the completed outcome <u>AND not in context of project SMART objectives</u> 		<input type="checkbox"/> (50%)
		<ul style="list-style-type: none"> Reports measured outcomes/results (or details of planned measurement if project is still in progress) <u>but not in context</u> of project SMART objectives OR inadequately presents outcomes in context of project SMART objectives 		<input type="checkbox"/> (80%)
		<ul style="list-style-type: none"> Reports <u>measured</u> outcomes/results or quality SMART objective assessment (or details of planned measurement if project is still in progress) in context of project objectives; expectation is <u>at least 2 slides</u> of information <ul style="list-style-type: none"> <i>Note: even if measurement of an objective is not feasible, the student should report measurement of objectives in an ideal setting as well as report feedback from clinical instructor/preceptor on current project.)</i> 		<input type="checkbox"/> (100%)

Limitations, conclusions, future directions (~1 minute total)	3%	<u>Limitations:</u>			
		○ No limitations reported		<input type="checkbox"/> (0%)	
		○ Explains one limitation that is not specific to the project		<input type="checkbox"/> (33%)	
		○ Explains only one <u>OR</u> limitations are not specific to the project		<input type="checkbox"/> (67%)	
	○ Explains at least two restrictions, shortcomings, limitations or defects specific to the plan/project (i.e., what prevents generalization of the project to other settings, either internal or external to the organization?)		<input type="checkbox"/> (100%)		
	3%	<u>Conclusions:</u>			
		○ No conclusions reported		<input type="checkbox"/> (0%)	
		○ Explains one conclusion that is not specific to the project		<input type="checkbox"/> (33%)	
		○ Explains only one <u>OR</u> not all conclusions are specific to the project		<input type="checkbox"/> (67%)	
	○ Explains at least two “take home” messages the audience should learn from <u>the student’s specific project</u> (as opposed to the topic in general)		<input type="checkbox"/> (100%)		
	3%	<u>Future directions:</u>			
		○ No future directions reported		<input type="checkbox"/> (0%)	
		○ Only one future direction <u>AND</u> not done well		<input type="checkbox"/> (33%)	
○ Explains only one future direction <u>OR</u> future directions stated is actually remaining project work to be completed during current block			<input type="checkbox"/> (67%)		
○ Explains at least two future directions for the project and/or topic at the site after the rotation ends (note: consider future projects for future students related to the current project; think plan-do-check-act cycle)		<input type="checkbox"/> (100%)			

References (10%)		Comments	
References	10%	<ul style="list-style-type: none"> No references 	<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> Less than 5 required references & includes trivial references such as class notes 	<input type="checkbox"/> (25%)
		<ul style="list-style-type: none"> Systematic reviews/meta-analyses, clinical trials/primary literature & guidelines referenced, as applicable (less than 5 reference) 	<input type="checkbox"/> (75%)
		<ul style="list-style-type: none"> Systematic reviews/meta-analyses, clinical trials/primary literature & guidelines referenced, as applicable (minimum of 5)—may also include tertiary references beyond the required 5 Non-peer reviewed Industry websites are NOT ACCEPTABLE 	<input type="checkbox"/> (100%)

Presentation Style (27%)			Comments	
Presentation structure & organization	2%	Follows required presentation order		YES/NO
Presentation Delivery	2%	Free from distracting mannerisms, dressed appropriately, good eye contact within presentation setting. Speaking rate and volume adequate for professional audience. Presentation is free from use of excessive filler words such as “um” and “ah”		YES/NO
Expands on slides	3%	Verbally expands upon slide information rather than reading slide info		YES/NO
Professional Presence	3%	Maintains professional presence and poise Projects expertise and command of material when presenting. Attends presentation session on time. Sends slides to session evaluator in advance by stated deadline.		YES/NO
Ability to answer audience questions	3%	Demonstrates command of content & able to answer audience questions		YES/NO
Time	5%	<ul style="list-style-type: none"> • More than 2 minutes over the 15 min time limit (including Q&A) • 1-2 minutes over the 15 min time limit (including Q&A) • Stays within time limit for speaking (15 min, including Q&A) 		<input type="checkbox"/> (0%) <input type="checkbox"/> (50%) <input type="checkbox"/> (100%)
Visual aids & handout	2%	Complements verbal presentation; includes materials other than slides in handout format, as applicable		YES/NO
	2%	Slides generally follow the rule of six (no more than 6 words per line and max of 6 lines per slide), use of graphics to assist visual learners		YES/NO
	1%	Reference list on separate page/slide as required		YES/NO
	2%	Superscripts reference numbers in order presented		
		<input type="checkbox"/> No attempt at citations on slides		<input type="checkbox"/> (0%)
		<input type="checkbox"/> Yes, but incorrectly done		<input type="checkbox"/> (50%)
	<input type="checkbox"/> Yes, fully correct		<input type="checkbox"/> (100%)	
2%	Free of spelling, grammar errors or formatting errors on slides or in handout		YES/NO	

Other (9%)			Comments	
Focus	1%	Project was focused & able to be achieved successfully during rotation (Does not need to be in slides or vocalized)		YES/NO
Depth	1%	Project was of sufficient depth as to challenge DPH-4 student (Does not need to be in slides or vocalized)		YES/NO
Suitability	1%	Project was requested by site/appropriate for site practice (Does not need to be in slides or vocalized)		YES/NO
Reference Format	6%	<u>Reference formats per AMA manual of style:</u>		
		○ 3 or more error types		<input type="checkbox"/> (0%)
		○ 2 error types		<input type="checkbox"/> (50%)
		○ 1 error type		<input type="checkbox"/> (75%)
		○ Completely correct		<input type="checkbox"/> (100%)