Course Description:

A. **Purpose:** This course is intended to develop a student’s ability to evaluate and synthesize pertinent literature and effectively communicate a pharmacotherapy-related topic in a professional manner. The student will present one platform presentation and one poster presentation on a pharmacotherapy issue approved by the faculty advisor. Students will be expected to utilize an effective delivery style and present information in an accurate and in-depth manner. Guidelines for the platform presentation will be detailed in the Platform Presentation Manual. The poster presentation will follow the guidelines detailed in the Poster Forum Manual.

B. **Relationship to the practice of Pharmaceutical Care:** The aim of this course is to encourage students to be self-directed, critically reflective and competent in skills essential to providing optimal patient care and maintaining an effective pharmacy practice. More importantly, it will prepare students for the challenge of communicating within the profession of pharmacy. As pharmacists transition to a model of practice incorporating Pharmaceutical Care, they will encounter unique challenges and identify strategies for resolving therapeutic problems. Sharing this information with colleagues is a necessary component of pharmaceutical care.

C. **Learning Process:** Self-directed longitudinal project assignments with faculty and affiliate faculty-assigned advisors.

**Advisors**
Advisors will be assigned to each student to provide guidance during the year on both the platform and poster presentations. Advisors will be assigned based on the region in which the student completes his/her advanced practice experience.

**General Ability Outcomes Addressed in this Course** (See Attachment A)

- Maintain and Enhance Competence Through Self-Initiated Learning
- Develop Practice and Leadership
- Participate in Public Health and Professional Initiatives and Policies
- Advance the Profession

**Course Objectives** Upon completion of this course, the student shall exhibit the applicable knowledge, skills, and attitudes in the course abilities-based outcomes as listed in Attachment A.

**Textbooks:**

Required Materials (will be provided at orientation each year in April 2008 and are available on OEL website)

Pharmacotherapy Clinical Seminar Manual

Pharmacotherapy Poster Forum Manual
Method of Instruction

Orientation
Prior to the start of the fourth-professional year, the course coordinators will meet with students during an advanced practice experience orientation session to discuss the platform and poster presentations in detail. Students are responsible for initiating advisor-student discussions in an organized, self-directed manner. The primary method of communication between students and the course coordinators during the year will be electronic. Information for the course, including the manuals, will be accessible through PEMS and the Office of Experiential Learning’s website. E-mail will be sent only to Auburn University accounts. It is the student's responsibility to notify the course coordinators of changes in address during the year.

Platform Presentation Activities
Each student will be required to present a 30 minute platform presentation. The content of the platform presentation should emphasize a synthesis and evaluation of literature pertaining to a specific-pharmacotherapy topic. Multiple presentation formats are acceptable based upon selected topic (i.e. incorporation of 3 studies into a clinical presentation in order to answer a pharmacotherapeutic controversy). Students are expected to initiate dialogue with faculty advisors in a timely fashion to discuss possible presentation topics, presentation style most appropriate, review the presentation outline, written handout and computerized audio visual aids (slides are required). The following timetable is expected:

- **Topic approval** 6 weeks prior to presentation;
- **Outline approval** 1 month prior to presentation; Submission to Alabama Board of Pharmacy for CE credit is also required 1 month prior to presentation
- **NOTE:** If you are presenting your platform in Columbus, GA, you will be required to obtain CE credit from the Georgia Board of Pharmacy—additional details will be provided at the orientation in Columbus.
- **Preliminary slide and handout review** 2 weeks prior to the presentation.
- **Please realize that these are minimum deadlines you are expected to meet and your regional coordinator may require earlier deadlines that would supersede these.**

The presentation grade will be determined by a collective evaluation completed by faculty and/or preceptors attending the presentation (75% of overall platform grade). The presentation grade will include meeting the timetable outlined above (Advisor Platform Presentation Evaluation Form—15%), Student Review of Videotape of Presentation/Discussion with advisor (10%) as well as the overall presentation of the seminar (75%). All students attending platform presentations will be expected to complete an evaluation form, including comments justifying the rating, to provide peer feedback.

Students are responsible for providing or generating handouts and evaluation forms for the entire audience. The guidelines for the handout are described in the platform manual. Teaching techniques should be used that are appropriate to the objectives, content, and audience to maximize their involvement and learning.

Poster Presentation Activities
Each student will be required to present one poster presentation that demonstrates comprehension, analysis, synthesis, and evaluation of a pharmacotherapy topic. Students are expected to initiate dialogue with faculty advisors in a timely fashion to discuss possible presentation topics, obtain feedback regarding the abstract, written paper, and poster design. The following timetable is expected:

- **Project topic and abstract** should be submitted by October 15, 2008. This should include a 1-page description of the project idea including rationale of importance and proposed objectives along with a tentative timetable for project completion;
- **Written paper** at least 1 month prior to presentation. The paper should include components such as an abstract, introduction, objectives, methods/procedures, results, conclusions, and a statement of importance to current or future pharmacy practice. Written drafts should be submitted to the faculty advisor in advance for feedback regarding appropriate literature search strategies and literature evaluation.
• Preliminary poster layout review at least 2 weeks prior to the presentation. The faculty advisor will offer feedback regarding the poster layout.
• Please realize that these are minimum deadlines you are expected to meet and your regional coordinator may require earlier deadlines that would supersede these.

Students are responsible for generating their posters. The faculty advisor will determine the presentation grade, which will be based on meeting the timetable outlined above as well as the overall presentation of the poster. Students will receive feedback from faculty attending the poster session who will complete evaluation forms to provide additional feedback. The assigned faculty evaluators at the poster session evaluations will account for approximately one-third of the overall grade. Students may be recognized for excellent poster presentation at the poster forum. Awards are independent of poster or course grade.

Students are responsible for providing poster display boards and other materials necessary for the construction of the poster at the Auburn Poster Forum. The display boards are 36” W and 48” H. The approximate cost will be $10 to $15 per board.

Tentative Schedule
The AU Poster Forum will be held each year in March or April depending on site availability. The regional coordinators in conjunction with the faculty advisors will determine the specific dates of the platform presentations. All students are expected to return to Auburn for the assigned Poster Forum date.

Methods of Evaluation
The grade in this course will be determined from the final total score using a 10-point scale:
A = > 90%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 59.95% or less

Components of the final grade are as follows:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platform Presentation</td>
<td>50%</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

• Any student receiving a score below 70 percent on the platform or poster presentation must repeat that portion of the course within 4 weeks OR as deemed appropriate by the regional coordinator, advisor, and course coordinators. The grade assigned in the repeat presentation will be used to calculate the final grade. Students receiving a final course grade lower than a "C" must repeat the entire course.
• The advisor, regional coordinator, and course coordinator will determine what is appropriate when a presentation should be repeated with regard to re-presenting the same topic or whether a new topic with a new timeline will be necessary.
• Students who consistently exhibit a lack of initiative (i.e. limited follow-up with advisor), time management (i.e. missed deadlines), or organization that compromises the timely completion of the platform or poster presentation can expect a reduced final course grade.
Course Policies:

Attendance:
• **Platform**—Students are required to attend all scheduled platform presentations in their assigned regions unless they are out of the area on rotations or have an excused absence. An unexcused absence may result in failure of the course or reduction of course grade. Students must request and obtain an excused absence from the regional coordinator prior to the session they will miss. In the case of absences for medical reasons, students must notify the regional coordinator of their illness at the earliest possible time. The regional coordinator may require medical documentation of illness if he/she believes this to be necessary.

• **Poster**—All poster presenters are required to attend and present at the session to which they are assigned unless they have an excused absence. An unexcused absence may result in failure of the course or reduction of course grade. Students must request and obtain an excused absence from the regional coordinator prior to the session they will miss. In the case of absences for medical reasons, students must notify the regional coordinator of their illness at the earliest possible time. The regional coordinator may require medical documentation of illness if he/she believes this to be necessary.

• **Re-scheduling Presentations**—A method and timetable for rescheduling presentations missed during excused absences will be determined by the instructor within one week of the end of the excused absence.

• **Unresolved Attendance Problems** -- Unresolved problems regarding attendance or procedures will be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.

Conduct and Academic Dishonesty:
A professional demeanor is expected at all times during presentations. Students who are disruptive or uncivil during their own or a peer’s presentation may receive a reduced score to reflect such misconduct. Students are reminded that their actions are governed by the Harrison School of Pharmacy’s honor code. Students suspected of plagiarism or other forms of academic dishonesty will be referred to the Honor Board.

Grievances:
Students who feel they are receiving unsatisfactory faculty advising should contact the course coordinator immediately. Any unresolved problems between a student and a participating faculty member concerning the application of course policies should be reported first to the course coordinator. Any subsequent problems concerning course policies, procedures and grading should be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.

Special Needs:
It is the policy of Auburn University to provide accessibility to its programs and activities and reasonable accommodation for persons defined as having disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Students should contact the Program for Students with Disabilities 1244 Haley Center, (334) 844-2096 (Voice/TT). Students must receive approval before individual instructors will grant accommodations. Students with defined special needs should email or call the instructor at the beginning of the term so that accommodations can be scheduled/arranged.
## Attachment A  (Abilities-Based Outcomes)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Tasks (Level)</th>
<th>Instructional Methods</th>
<th>Methods for Assessment</th>
</tr>
</thead>
</table>
| Maintain and Enhance Competence Through Self-Initiated Learning *(Maintenance of individual competence via self-initiate learning is a core responsibility of professionals)* | Review and critically evaluate the literature to keep current on therapeutic / practice issues (Level 1) Use regular self-assessment and peer assessment to identify learning needs and self-directed learning efforts (Level 1) Identify and use resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, and listservs) (Level 1) | • Advisor/Student reflective discussions  
• Oral presentation (platform and poster)  
• Written communication (handout for platform presentation and poster paper)  
• Comprehensive literature search  
• Completion of the platform and poster presentations | • Platform Presentation Evaluation Form  
• Advisor Platform Presentation Evaluation Form  
• Overall Poster Presentation Evaluation (OPPE) Form  
• Peer/Faculty Poster Appraisal (PA) Tool |

| Develop Practice and Leadership *(Graduates are expected to exhibit leadership qualities in developing and improving their practices and their own careers)* | Establish professional credibility, demonstrating professionalism (Level 2)                                                                                                                                                                                                                                         | • Advisor/Student discussions  
• Responsibilities and interaction during advisor/student meetings  
• Interaction with audience during platform and poster presentation | • Platform Presentation Evaluation Form  
• Advisor Platform Presentation Evaluation Form  
• Overall Poster Presentation Evaluation (OPPE) Form  
• Peer/Faculty Poster Appraisal (PA) Tool |
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| Participate in Public Health and Professional Initiatives and Policies   | *Educate the public and other health professionals to improve health promotion and disease prevention (Level 1)* | • Presentation of platform and interaction with audience  
• Presentation of poster and interaction with audience | • Platform Presentation Evaluation Form  
• Advisor Platform Presentation Evaluation Form  
• Overall Poster Presentation Evaluation (OPPE) Form  
• Peer/Faculty Poster Appraisal (PA) Tool |
| *(Participation in such activities is essential to the public well being and the profession of pharmacy)* | | | |
| Advance the Profession                                                   | Educate current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility, and maintain effective working relationships (Level 1)  
Establish and maintain professional collaborations (Level 1)  
Evaluate own and peer’s behavior against professional standards and take appropriate actions (Level 1)  
Advocate professional improvements (Level 4) | • Presentation of platform and interaction with audience  
• Presentation of poster and interaction with audience | • Platform Presentation Evaluation Form  
• Advisor Platform Presentation Evaluation Form  
• Overall Poster Presentation Evaluation (OPPE) Form  
• Peer/Faculty Poster Appraisal (PA) Tool |