

Pharmacotherapy Rounds
University of Maryland School of Pharmacy
Goals, Objectives, Format, and Evaluation Criteria
(Reviewed/ revised 5/23/23)

Goal:

The goal of Pharmacotherapy Rounds is to enhance the participant's knowledge regarding the use of drug therapy to treat and/or prevent disease, of an innovative pharmacy service or a "hot topic" in health-system or community pharmacy. Participants will learn to evaluate scientific literature and discuss its applicability to practice. Participants will learn to present complex concepts and scientific data in a clear and concise manner.

Terminal Performance Objectives:

Given a presentation date, an audience, and audiovisual equipment, the pharmacy resident/fellow should be able to deliver the presentation comprehensively reviewing recent changes/new developments in the treatment of a medical disorder, describing an innovative pharmacy service, examining a pharmacotherapeutic problem in a specific patient population or addressing a "hot topic" in pharmacy.

TERMINAL PERFORMANCE OBJECTIVES

Please use the following scale to rate terminal performance objectives 1-7:

Exceeds expectations = objective met completely; no further refinement necessary

Meets expectations = minor changes needed to meet objective, but appropriate for the trainee's current level of learning (i.e., PGY-1, PGY-2, or fellow)

Below expectations = significant changes needed to meet objective, performance level not appropriate for the trainee's current level of learning (i.e., PGY-1, PGY-2, or fellow)

1. Orally present information in an effective manner by speaking clearly and explaining concepts using appropriate terminology.
2. Deliver information in a well-organized manner (sequence is logical and easy to follow, transition effectively from one concept to another).
3. The presenter produced well-written and aesthetically pleasing handouts and/or slides that highlighted the key points presented.
4. Demonstrate an in-depth knowledge of the subject matter via appropriate evaluation and interpretation of data (comprehensiveness, address key issues, include findings of major clinical trials, explain concepts completely, state the relevance and limitations of the data to the topic, explain conflicting information).
5. The presenter provided a summary of the key message(s) at the beginning and end of the presentation.
6. Formulate appropriate conclusions on how this information should be used in clinical practice.
7. Answer questions effectively by clarifying the nature of the question (if needed), formulating an appropriate conclusion, and providing supporting evidence/data.

Please indicate if terminal performance objectives 8-15 were achieved by indicating "yes" or "no" as appropriate.

8. The presenter selected a topic of reasonable scope that reviews recent changes/new developments in the treatment of a medical disorder, describes an innovative pharmacy service, examines a pharmacotherapeutic problem in a specific patient population or addresses a "hot topic" in pharmacy.
9. The program effectively addressed each of the following learning objectives.
{List the learning objectives here}.
10. The learning assessment activities included in this program were appropriate for the

stated objectives.

11. The presenter referred learners to additional educational materials that will enhance understanding of content and foster application to pharmacy practice.
12. The presenter effectively incorporated active learning techniques.
13. The presenter used appropriate gestures/non-verbal communication.
14. The presenter referenced all sources (handout / slides / tables) following the "Uniform Requirements for Manuscripts Submitted to Biomedical Journals." (NEJM 1997; 336: 309-15.)

Presentation attendees will also be provided with free text space to provide feedback on the "strengths" and "areas for improvement" for the presenter.

Format:

Dates and times will be announced via e-mail and on the University of Maryland (UM) Residency and Fellowship website). Presentations will be delivered in-person, via webinar or a combination of both.

The audience will consist of pharmacy residents, fellows, faculty, preceptors, pharmacy practitioners, pharmacy students, and invited guests. Presentations will be formal in nature and audience members will refrain from asking questions during the presentation (except to ask brief points of clarification).

The presentation must comprehensively review recent changes/new developments in the treatment of a medical disorder, describe an innovative pharmacy service, examine a pharmacotherapeutic problem in a specific patient population or address a "hot topic" in pharmacy.

All presentations will be 30 minutes in duration, and the presenter must use audiovisual aids (i.e. slides) during the presentation. The use of videos is not permitted; plug-ins cannot be added to PowerPoint presentations. Use of technologies outside of PowerPoint (e.g., Poll Everywhere) must be discussed with [P-SHORResidencyandAdministrativeSupport@rx.umaryland.edu](mailto:SHORResidencyandAdministrativeSupport@rx.umaryland.edu) **at least 10 business days before the presentation.**

Non-UM residents will deliver a 30-minute presentation. Non-UM residents have the option to present on the UM Baltimore campus, or virtually from their own institution. If you plan to present at your own location, please contact [P-SHORResidencyandAdministrativeSupport@rx.umaryland.edu](mailto:SHORResidencyandAdministrativeSupport@rx.umaryland.edu) **at least 10 business days before the presentation.**

To "go green", residents and fellows will not print copies of their slides and any handouts for the presentation. PDF files of these handouts will be distributed via email to those included on the Pharmacotherapy Rounds distribution list. Those attending the presentation can print copies of the slides and handouts if they choose to do so.

Evaluation:

All members of the audience will evaluate the presentation using an online standardized evaluation tool (see below) that is emailed to program attendees (usually within 24 hours of the presentation). In addition, a mentor (content expert in the field) and either the program director/teaching certificate

mentor (as appropriate) must deem that the resident/fellow has met minimal passing criteria for the presentation. Minimal passing criteria is defined as achieving a score of "meets expectations" or better for terminal performance objectives 1-7 and being scored as "yes" for items 8-15.

If the mentor and either the program director/teaching certificate program faculty mentor deem that the presentation did not meet minimal passing criteria, a remedial plan must be developed by the program director to meet program specific requirements. Program evaluations will be used to assist in making this determination and in providing feedback to the resident/fellow. The content expert will be selected in consultation with each program director before the topic is submitted.

A program evaluation summary will be sent to the designated formal evaluators following the presentation. Prior to the presentation date, the resident or fellow will set a date and time to meet with their evaluators. The time of this meeting should be set for the week following the presentation to allow for the program summary evaluations to be sent to the trainee, their evaluator(s) and program director. The program summary evaluation is sent directly to the program director, and he/she will review the document to ensure that there is no negative (non-constructive) feedback prior to distributing to the trainee and their evaluator(s).

The resident/fellow will complete the Pharmacotherapy Rounds self-evaluation form following their Pharmacotherapy Rounds presentation. This document is posted on the Pharmacotherapy Rounds website. The resident/fellow will discuss their self-evaluation with their Pharmacotherapy Rounds evaluators and maintain a copy of this in their binder. Copies of the self-evaluation are not submitted to the UM Residency and Fellowship program or Continuing Education (CE) office.

Preparation:

Residents and fellows are encouraged to work with their mentor when preparing their presentations. Residents and fellows are required to submit their title and learning objectives to their mentor for review before submitting to the CE office. To avoid possible duplication of subject matter/topics, the resident/fellow is required to e-mail P-SHORResidencyandAdministrativeSupport@rx.umaryland.edu with the potential topic or presentation title at least 55 business days in advance. Specific deadline dates can be found on the Pharmacotherapy Rounds schedule. Topics from the previous two years cannot be duplicated (please see website for list of previous topics). To avoid commercial bias, please do not use proprietary or trade names in the title of your presentation.

Your mentor should be consulted on developing the activity handout and presentation slides, writing learning objectives, and formulating active learning questions. Each presentation will include an active learning component using audience polling with multiple choice questions. The active learning component should be in alignment with the activity type. For example, use of multiple-choice questions, recall of facts for knowledge-based activities and an interactive case study with questions for application-based activities. There should be at least one active learning question for each learning objective in your presentation.

Your mentor should also be consulted on developing questions to assess the learner's achievement of your learning objectives. Typically, one question per learning objective. These questions can be the same as your active learning questions or different. For knowledge-based activities, learner assessment requires a single-thought step to answer correctly (i.e., fact-based multiple-choice or True/False questions) and feedback to learner is immediate and includes correct response to questions and rationale for correct responses. For application-based activities, learner assessment requires multiple steps, or levels of thought, to get to the correct answer (i.e., applying new content to more complicated patient cases). Feedback to learner is as soon as possible and includes correct evaluation of case studies.

All presentations will be offered for CE credit. A Pharmacotherapy Rounds CE Application must

be completed and submitted online at least 45 business days prior to the presentation. As part of the PT Rounds CE Application, each resident/fellow must submit a copy of his/her current, up-to-date curriculum vitae and disclosure form. Your mentor must also submit a copy of his/her current, up-to-date curriculum vitae and disclosure form. (See directions for submitting CE application– attached). You will also need to submit the name and email address of your program director, mentor, and presentation evaluator as part of the application. This information will be used as discussed above when sending the program evaluation summary.

****Please note: if paperwork is not received by the due date, CE credit will NOT be offered for Pharmacotherapy Rounds. ****

Attendance Requirements:

To obtain CE credit for the session, each audience member must complete an online evaluation and sign the attendance sheet.

University of Maryland pharmacy residents and fellows are expected to attend, at a minimum, 15 hours during their residency year; fellows and two-year residents are expected to attend 25 hours during their training program. Each resident/fellow is required to give one presentation during each training year. UM residents and fellows must sign the attendance sheet to be credited with attendance towards their program requirement.

All other residents should check with their respective programs for attendance expectations.

Additional Information:

Pharmacotherapy Rounds Websites

<http://www.pharmacy.umaryland.edu/residentsfellows/rounds>

<https://www.pharmacy.umaryland.edu/residentsfellows/rounds/presenterscorner/>

Office of Continuing Education

**Administrator: Jim Trovato, Pharm.D., MBA, FASHP
(410) 706-2751; jtrovato@rx.umaryland.edu**

**Academic Development Specialist: Kathleen Dury, MA
(410) 706-6067; kdury@rx.umaryland.edu**

Reference Citations: Please follow the Uniform Requirements for Submitting Manuscripts to Biomedical Journals. See NEJM 1997; 336: 309-15 available on-line at:

<http://www.nejm.org/doi/full/10.1056/NEJM199701233360422>

Pharmacotherapy Rounds Check List
**(Presentations Held at the University of Maryland School of
Pharmacy)**

AT LEAST 55 business days prior to your presentation date (please check online schedule for exact due date):

- Proposed presentation topic or title should be emailed to [P-SHORResidencyandAdministrativeSupport@rx.umaryland.edu](mailto:PSHORResidencyandAdministrativeSupport@rx.umaryland.edu); do not use proprietary or trade names in the title of your presentation.

AT LEAST 45 business days prior to your presentation date (please check online schedule for exact due date):

- Complete Pharmacotherapy Rounds online application including:
 - a. Your name and credentials and title
 - b. Your current, up-to-date Curriculum Vitae
 - c. Disclosure Form
 - d. Your Residency or Fellowship Director's name and email address
 - e. Your Evaluator's name and email address
 - f. Your Mentor's name, email address, updated CV, and disclosure form.
 - g. Activity Title: Insert appropriate title based on topic to be presented (Note – you should NOT use the brand name of a product in your title)
 - h. Activity Date
 - i. Activity type (knowledge- or application-based). Application-based activity must be at least 30 minutes.
 - j. Number of contact hours for activity (0.5 hours or 1 hour)
 - k. Educational needs assessment (state the potential or actual problem in pharmacy practice or the new product or development that you intend to address in your activity. Explain how your activity will bridge the gaps in knowledge or skills to best implement solutions to the stated problem or the new development in practice.)
 - l. Learning Objectives (1 learning objective for every 15 minutes of content).
 - m. Description of active learning strategy.
 - n. Description of learner assessment and feedback strategy.
 - o. Keywords that best describe your activity content.
 - p. Designator code related to your activity.
 - q. Select how you plan to disclose conflicts of interest to activity participants.

TWO WEEKS (10 business day) prior to your presentation (email to continuing@rx.umaryland.edu):

- A copy of your presentation slides with learning objectives.
- PDF handouts of your presentation for audience reference.

THE DAY OF THE PRESENTATION:

- Complete the self-evaluation form posted on the Pharmacotherapy Rounds website. This will be discussed with your evaluators and maintained in your binder.

