P-4 SENIOR SEMINAR SYLLABUS (PHAR 982)
RENO, NEVADA

All Topics Must Be Chosen Before Christmas Break.
- This means that the subject must be approved by me or a primary preceptor by the end of the 4th rotation and an outline should be submitted to me by the end of the 5th rotation. A failure to do this will result in a 5 point deduction from you seminar grade.
- All senior seminars are given after January 1st.

Choosing a Topic
- Choose one that interests you.
- Choose one that may help you in your professional career. If you are interested in cardiology, choose a topic in cardiology.
- The best topics are controversial.
- There must be at least three primary references. Treat these references like a journal club. If less than 3, contact me for approval.
- Do not use drug reviews. However, you may present a new drug as long as there is literature comparing it with currently used drugs for the same indication. No drug vs placebo studies allowed. If you are comparing a new drug to current drugs for a specific indication, then a brief review of that disease state should be included. This should include the pathophysiology of the disease state and a list of the current drugs used to treat the disease state.
- Comparative cost analysis with current therapy should be provided.
- All senior seminars must be in power point.
- Your power point may be used as your hand out.

Content of Senior Seminar

Introduction
- Introduce yourself
- Why you chose the topic
- Present goals or objectives of the seminar in one of first slides.

Presentation
- Rehearsing makes your presentation go smoother. You should practice your presentation at least 5 times.
- Avoid “busy” slides
- DO NOT read your slides. Look are you audience when you talk, not at your slides. This means you need to rehearse your talk until you are comfortable with this.
- Your talk should last 45-50 minutes, leaving the rest of the time for questions. How you answer questions is a part of you grade.
- Avoid talking too fast. Pausing between points allows your audience to digest the information.

Content
• 30-40 slides is a good number, but this is up to you. This also depends on how many slides take less than 5 seconds to go over.
• Pictures and case presentations enhance your senior seminar. Also, involving the audience keeps them focused on the presentation.
• An occasional funny slide is good (no more than 3)
• Be energetic. Monotone speaking puts everyone to sleep.
• References should be treated similar to a journal club. Do not just accept the author’s conclusion.
• You will be the expert on this subject. Demonstrate that you are. I expect a conclusion based upon your review.

Question and Answers
• How well were the questions answered?
• Did the student demonstrate an in-depth understanding of the subject?

Preparation
• Make sure you can operate the power point equipment and have everything you need prior to starting you senior seminar.
• You must have handouts for everyone. Plan on at least 12.
• You should email all students reminding them of the talk at least one week early.
• How well prepared you are and how smoothly the talk goes will be part of your grade.

IF YOU HAVE ANY QUESTIONS, CONTACT ME. DO NOT WAIT UNTIL THE LAST MINUTE.

Grading the Senior Seminar Specific to Reno

Senior Seminar Evaluation
Title of talk ___________________________________________________________________

Each section should be given a point total:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Excellent</td>
</tr>
<tr>
<td>7</td>
<td>Very good</td>
</tr>
<tr>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td>4</td>
<td>Below average</td>
</tr>
<tr>
<td>3</td>
<td>Did not put as much time as needed in preparation</td>
</tr>
<tr>
<td>0-2</td>
<td>Obviously put very little time in preparation</td>
</tr>
</tbody>
</table>

May use numbers such as 7.5. See grading below

I. Introduction
Was the student dressed appropriately?
Did the student discuss why he chose the subject?
Was a list of objectives presented and easily measurable?

II. Presentation
Was there appropriate pronunciation throughout the talk?
Was the student's timing appropriate (did not talk too fast or too slow)
Was the student at ease during the presentation with a minimum of excess sounds or distracting mannerisms?

III. Content
Was the handout complete with appropriate references?
Were the slides complete and presentable?
Did the student use enough primary literature and was it critiqued appropriately?
Did the talk fulfill the objectives?

IV. Questions and answers

Points ________________ x2
Did the student answer the questions appropriately?
Did the student demonstrate an in-depth knowledge of the subject?

Overall assessment of the talk (Good points and areas that needed improvement)

Point Average (Add sections and divide by 8)                   GRADE _______________________________

Grading: Point System
A+  7.6 or above
A   7.3-7.5
A-  7.0-7.2
B+  6.6-6.9
B   6.3-6.5
B-  6.0-6.2
C+  5.6-5.9
C   5.3-5.5
C-  5.0-5.2
D   4.0-4.9
F   ≤ 3.9