

POSTER PRESENTATION/ORAL RESEARCH PRESENTATION ASSESSMENT FORM

Resident Name:	Project Preceptor/Coordinator Name:	Date:			
<table style="width:100%; border: none;"> <tr> <td style="width:33%; vertical-align: top;"> Type of research presented : <input type="checkbox"/> Case report <input type="checkbox"/> Pharmacokinetic study <input type="checkbox"/> Observational study/pilot study <input type="checkbox"/> Randomized, controlled interventional study <input type="checkbox"/> Therapeutic review/meta-analysis <input type="checkbox"/> Other </td> <td style="width:33%; vertical-align: top;"> Conference: <input type="checkbox"/> Pharmacy conference <input type="checkbox"/> HIV/Infectious Diseases conference <input type="checkbox"/> Conference - other <input type="checkbox"/> Local <input type="checkbox"/> Provincial <input type="checkbox"/> National <input type="checkbox"/> International </td> <td style="width:33%; vertical-align: top;"> <input type="checkbox"/> research project oral presentation <input type="checkbox"/> poster presentation Completed by: <input type="checkbox"/> Resident <input type="checkbox"/> Preceptor/Coordinator <p>*PLEASE ATTACH A COPY OF THE POSTER/ORAL PRESENTATION SLIDES TO THIS EVALUATION.</p> </td> </tr> </table>			Type of research presented : <input type="checkbox"/> Case report <input type="checkbox"/> Pharmacokinetic study <input type="checkbox"/> Observational study/pilot study <input type="checkbox"/> Randomized, controlled interventional study <input type="checkbox"/> Therapeutic review/meta-analysis <input type="checkbox"/> Other	Conference: <input type="checkbox"/> Pharmacy conference <input type="checkbox"/> HIV/Infectious Diseases conference <input type="checkbox"/> Conference - other <input type="checkbox"/> Local <input type="checkbox"/> Provincial <input type="checkbox"/> National <input type="checkbox"/> International	<input type="checkbox"/> research project oral presentation <input type="checkbox"/> poster presentation Completed by: <input type="checkbox"/> Resident <input type="checkbox"/> Preceptor/Coordinator <p>*PLEASE ATTACH A COPY OF THE POSTER/ORAL PRESENTATION SLIDES TO THIS EVALUATION.</p>
Type of research presented : <input type="checkbox"/> Case report <input type="checkbox"/> Pharmacokinetic study <input type="checkbox"/> Observational study/pilot study <input type="checkbox"/> Randomized, controlled interventional study <input type="checkbox"/> Therapeutic review/meta-analysis <input type="checkbox"/> Other	Conference: <input type="checkbox"/> Pharmacy conference <input type="checkbox"/> HIV/Infectious Diseases conference <input type="checkbox"/> Conference - other <input type="checkbox"/> Local <input type="checkbox"/> Provincial <input type="checkbox"/> National <input type="checkbox"/> International	<input type="checkbox"/> research project oral presentation <input type="checkbox"/> poster presentation Completed by: <input type="checkbox"/> Resident <input type="checkbox"/> Preceptor/Coordinator <p>*PLEASE ATTACH A COPY OF THE POSTER/ORAL PRESENTATION SLIDES TO THIS EVALUATION.</p>			

ACTIVITY OUTCOMES:

The resident will develop skills and gain experience in preparing and presenting an oral research or poster presentation at a local, provincial, national, or international pharmacy or medical conference. The resident will complete at least one research presentation (oral/poster) during the residency year (i.e., residency research project) and may complete a second poster presentation as part of the mandatory scholarly writing activity.

	Advanced Beginner (1)	Competent (2)	Proficient (3)	Expert (4)	Not Applicable
1. CONTENT (POSTER/ORAL ABSTRACT)					
1.1 Introduction	<input type="checkbox"/> Introduction is incomplete, does not provide adequate background information or rationale for study	<input type="checkbox"/> Introduction includes some background information, and/or basic rationale for study.	<input type="checkbox"/> Introduction includes pertinent background and appropriately frames the rationale for the study. Describes how research question will add to existing literature.	<input type="checkbox"/> Introduction includes critical summary of background, and appropriately frames the rationale for the study. Describes how the research question will add to existing literature in studied population and applicability to other	<input type="checkbox"/>

	Advanced Beginner (1)	Competent (2)	Proficient (3)	Expert (4)	Not Applicable
				populations.	
1.2 Study goals/objectives	<input type="checkbox"/> Research question is poorly formulated, and/or study objectives and endpoints are missing/incomplete.	<input type="checkbox"/> Research question is defined. Main study objectives and/or endpoints are identified.	<input type="checkbox"/> Research question is clearly defined. Study objectives and endpoints are appropriate and feasible.	<input type="checkbox"/> Research question is clearly and concisely defined. Study objectives and endpoints are appropriately defined and feasible.	<input type="checkbox"/>
1.3 Methodology (study design, population, and outcomes; ethical considerations)	<input type="checkbox"/> Details on methodology are summarized in an imprecise or inaccurate manner.	<input type="checkbox"/> Details on methodology are accurately summarized.	<input type="checkbox"/> The methodology is accurately and clearly summarized. The resident identifies some limitations of the methodology chosen.	<input type="checkbox"/> The methodology is accurately, clearly and concisely summarized. The resident identifies most limitations of the methodology.	<input type="checkbox"/>
1.4 Data collection/ plan / statistical analysis	<input type="checkbox"/> Unable to identify appropriate statistical tests conducted.	<input type="checkbox"/> Plan for data collection is described. Plan for data analysis is not clearly articulated or incomplete.	<input type="checkbox"/> Plan for data collection is clearly described, including details on data storage and confidentiality. Plan of statistical analysis is described and appropriate. Demonstrates some understanding of limitations of approach used.	<input type="checkbox"/> Plan for data collection is clearly and thoroughly described. Details regarding storage/confidentiality of data are provided. Plan of statistical analysis is clearly described and appropriate; demonstrates understanding of limitations of approach used.	<input type="checkbox"/>
1.5 Results	<input type="checkbox"/> Results provided are incomplete, inaccurately presented, or do not align with defined primary and secondary endpoints.	<input type="checkbox"/> Results provided align with defined primary and secondary endpoints. Information is generally complete, but sometimes vague or incomplete.	<input type="checkbox"/> Results provided align with defined primary and secondary endpoints. Results are presented clearly and completely in a format consistent with accepted standards of reporting.	<input type="checkbox"/> Results are presented clearly and completely in a format consistent with accepted standards of reporting. Results which are notable are highlighted.	<input type="checkbox"/>
1.6 Discussion/ conclusion	<input type="checkbox"/> Superficial or incomplete discussion. Conclusions do not adequately reflect research results.	<input type="checkbox"/> Discussion/conclusions adequately reflect main findings of paper. Some insight into interpretation/ implication of findings is	<input type="checkbox"/> Discussion/conclusions adequately interpret main findings of paper; includes discussion on relevance of findings to field of study, and implications of study findings	<input type="checkbox"/> Results appropriately interpreted, incl. limitations, relevance of findings to field of study, how results compare to other similar studies, implications of study findings	<input type="checkbox"/>

	Advanced Beginner (1)	Competent (2)	Proficient (3)	Expert (4)	Not Applicable
		lacking.	for clinicians and researchers.	for clinicians and researchers, and suggestions for future research.	
1.7 Tables/ Figures	<input type="checkbox"/> Tables/figures are incomplete and / or unclear, or duplicate information provided in poster/oral presentation.	<input type="checkbox"/> Tables/figures contain relevant information that is clearly presented. There is some duplication/overlap of information with text in the poster/oral presentation.	<input type="checkbox"/> There are an appropriate number of tables/figures. Results are clearly presented and complement the information in the text.	<input type="checkbox"/> There are an appropriate number of tables/figures. Results are clearly presented, complement the information in the text, and enhance the audience's understanding of the study.	<input type="checkbox"/>
1.8 References	<input type="checkbox"/> References are incomplete/missing. Only secondary/tertiary sources used.	<input type="checkbox"/> References are complete and appear in order of citation. Primary and secondary sources used.	<input type="checkbox"/> References are complete and formatted according to standards of reporting. Key primary and secondary sources used.	<input type="checkbox"/> References are complete and formatted according to standards of reporting. References are relevant, up-to-date, and reflect current practices/key research data.	<input type="checkbox"/>
1.9 Language/ terminology	<input type="checkbox"/> Language in the poster/oral presentation is often or consistently stigmatizing, and does not align with the People First Charter and the UNAIDS Terminology Guidelines.	<input type="checkbox"/> The poster/oral presentation includes occasional instances of stigmatizing language or terminology inconsistent with the People First Charter and the UNAIDS Terminology Guidelines. Abbreviations such as PLWH are frequently used throughout rather than writing out the name or identity of the group in full unless in the context of a chart or graph for brevity.	<input type="checkbox"/> Most of the language in the poster/oral presentation is non-stigmatizing and consistent with the People First Charter and the UNAIDS Terminology Guidelines. Abbreviations such as PLWH are used rather than writing out the name or identity of the group in full unless in the context of a chart or graph for brevity.	<input type="checkbox"/> All language in the poster/oral presentation is non-stigmatizing and consistent with the People First Charter and the UNAIDS Terminology Guidelines. People are not referred to as abbreviations such as PLWH, unless in the context of a chart or graph for brevity.	<input type="checkbox"/>
2 ABSTRACT SUBMISSION PROCESS					
2.1 Selection of conference	<input type="checkbox"/> Unable to identify appropriate	<input type="checkbox"/> Able to identify some conferences appropriate	<input type="checkbox"/> Identifies conferences appropriate for abstract	<input type="checkbox"/> Identifies all conferences appropriate for abstract	<input type="checkbox"/>

	Advanced Beginner (1)	Competent (2)	Proficient (3)	Expert (4)	Not Applicable
	conference for abstract submission.	for abstract submission, based on target audience and attendance.	submission, based on nature of data, target audience, attendance, and importance in the field.	submission, based on nature of data, target audience, attendance and importance in the field and suggests conference most closely aligned with focus of research.	
2.2 Abstract	<input type="checkbox"/> The abstract is incomplete, or is not an accurate representation of the research study.	<input type="checkbox"/> Abstract includes required components but is unfocused, does not clearly represent main study findings, or exceeds the specified word limit.	<input type="checkbox"/> Abstract includes required components (e.g., background/purpose, methods, results, concl), appropriately reflects findings of research, and is within the specified word limit.	<input type="checkbox"/> Abstract is clearly and concisely written, includes required components (e.g., background/purpose, methods, results, conclusions), appropriately reflects findings of research, and is within the specified word limit.	<input type="checkbox"/>
3 PRESENTATION					
3.1 Adherence to poster/slide requirements (incl. font size, spacing, required sections, formatting, etc)	<input type="checkbox"/> Requires significant revisions/support to meet criteria. Poster/slides unorganized, difficult to read.	<input type="checkbox"/> Requires some assistance in formatting poster/slides to meet most of conference requirements. Poster/slides could be improved for clarity/flow.	<input type="checkbox"/> Prepares poster/slides to meet conference requirements with little assistance. Information is presented clearly, with logical flow.	<input type="checkbox"/> Independently prepares poster/slides, adhering to all of the conference requirements. Information is presented clearly, with logical flow in an appealing format.	<input type="checkbox"/>
3.2 Oral presentation	<input type="checkbox"/> Significant gaps in knowledge, poor organization and/or oral delivery.	<input type="checkbox"/> Demonstrates enthusiasm for topic, some gaps in depth/breadth of knowledge. Some audience engagement, could be improved.	<input type="checkbox"/> Demonstrates confidence and enthusiasm for topic; presents clearly and engages audience. Delivers presentation in allotted time.	<input type="checkbox"/> Demonstrates confidence and mastery of topic, clearly presents and engages audience attention. Delivers presentation in allotted time.	<input type="checkbox"/>
3.3 Question period	<input type="checkbox"/> Difficulty answering most questions from audience, did not understand questions.	<input type="checkbox"/> Able to answer basic/clarifying questions from the audience.	<input type="checkbox"/> Able to answer most questions from the audience (clarifying, methodological, etc).	<input type="checkbox"/> Able to answer all questions with confidence, providing clarification and critical assessment and reflection, as needed.	<input type="checkbox"/>
4 PROFESSIONALISM, COLLABORATION					

	Advanced Beginner (1)	Competent (2)	Proficient (3)	Expert (4)	Not Applicable
4.1 Professionalism, Sense of responsibility	<input type="checkbox"/> Needed repeated reminders to complete work within required time frame. Did not request required assistance. Work was incomplete or poorly done.	<input type="checkbox"/> Completed work within required time frame with assistance. Poster/slides were clearly organized with few typos / grammatical error.	<input type="checkbox"/> Completed work within required time frame with minimal assistance. Poster/slides were clearly written in professional language with minimal typos or grammatical errors.	<input type="checkbox"/> Completed work in required time frame with no assistance or revisions required. Posters/slides were clearly written, using appropriate terminology.	<input type="checkbox"/>
4.2 Authorship	<input type="checkbox"/> Unclear of conventions regarding authorship order, unable to appropriately identify significance of contributions.	<input type="checkbox"/> General understanding of conventions regarding authorship order; able to appropriately identify significance of contributions.	<input type="checkbox"/> Understands conventions regarding authorship order; able to appropriately identify significance of own contributions as well as those of co-authors.	<input type="checkbox"/> Appropriately identifies significance of own contributions as well as those of co-authors. Able to negotiate appropriate order of authorship with some assistance.	<input type="checkbox"/>

RESIDENT'S PERSONAL LEARNING OBJECTIVES FOR POSTER / ORAL RESEARCH PRESENTATIONS

Please assess whether the resident's personal learning objectives were met:

ASSESSMENT OF PERFORMANCE	Unmet	Partially Met	Met	Not Applicable
List personal learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASSESSMENT OF RESIDENT:

The expectation is to complete the poster or research presentation at a Proficient level or higher.

	Advanced beginner	Competent	Proficient	Expert
ASSESSMENT OF PERFORMANCE	<input type="checkbox"/> Requires significant guidance to prepare poster/slides at the proficient level.	<input type="checkbox"/> Competently prepares poster/slides with some guidance. Some gaps identified that require further focused development.	<input type="checkbox"/> Proficiently prepares poster/slides with minimal guidance.	<input type="checkbox"/> Prepares poster/slides at an expert level, with little to no guidance.
Resident Comments:			Preceptor Comments:	
Resident Signature			Preceptor Signature	
Date			Date	

Adapted from:

- The University of Vermont College of Nursing and Health Sciences, Doctoral Program of Study in Human Functioning and Rehabilitation Sciences. Criteria for Assessment of Research Article. https://www.uvm.edu/sites/default/files/media/Criteria_for_Assessment_of_Research_Article.pdf
- Swygart-Hobaugh AJ. Rubric for original research project. Cornell College, Mount Vernon, Iowa, USA. <https://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/original-research-rubric.pdf>

- Research paper rubric (Figure 1). Cornell College, Mount Vernon, Iowa, USA. <https://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/ResearchPaperRubric.pdf>

Last updated May 2023