

COURSE SYLLABUS (Proposal)
THIRD YEAR STUDENT PRESENTATIONS
CVM 7090
1 credit
Revised: June 22, 2008

COURSE DIRECTOR AND CONTACT INFORMATION

Course Director: Joseph J Bertone, DVM, MS, DACVIM, Professor Equine Medicine

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Course Instructors: Dr. Joseph Bertone will, and other faculty members may volunteer to facilitate individual students through topic choice and refinement up to 30 days prior to the specific date of a student's the presentation. CVM faculty will not provide information on aspects graded in the rubric at any time. CVM faculty are expected to limit their involvement to facilitation as in PBL. No CVM faculty should be called on or expected to review your content, or presentation, or watch your presentation and critique it prior to the date of delivery. Consultation with other Veterinary students and outside CVM is allowed.

COURSE TIME AND LOCATION

Presentations will occur during one of the student's scheduled on-campus rotations. The location will be BVCC 244 East and West. A schedule will be forwarded and students are responsible for identifying their time and date for presentation. Students must be sure the schedule is accurate for the assigned times.

COURSE DESCRIPTION (Course Purpose, aims/goals)

The goal of this course is to give the student the responsibility and opportunity to select, study, and present a topic of interest (option 1 below) or a research area (option 2 below). The topics must be explored extensively in regards to both the clinical and pre-clinical sciences and include pathophysiologic, pharmacologic, cellular and genetic basis, etc. Students are expected to conduct an extensive and exhaustive literature review of the topic, to critically appraise relevant publications, and to utilize the dictums of evidence-based medicine to present state-of-the-art knowledge, best-evidence, or best-practices related to the area. Presentations will be evaluated by faculty using formal criteria. All participants are encouraged to foster an atmosphere in which discussion, exchange of ideas, and the airing of alternative opinions will flourish.

Here are your choices for topics for the Year III presentation course.

1. **Research presentation.** Single presenter, 15 minutes with 5 minutes for questions: You can present original research in which you were involved. Topics must be approved by Dr. Bertone, see below.
2. **Subject presentation.** Single presenter, 15 minutes with 5 minutes for questions: You can present a topic you wish to research. You can do this on either a subject or based on a case you have seen or been involved with in the past. Topics must be approved by Dr. Bertone, see below.

Topic approval: The topic must be approved no later than 30 days prior to your topic presentation schedule date. You need to realize that that means "approved" and that is not simply submitted. You should submit no later than 2 weeks in advance of the deadline, or sooner if you can. The topic is to be far more than a textbook rehash and must include recent literature and new information.

The subject of the email MUST say **Year III presentation topic 2011**.

You then MUST get an email from the course director that states that your topic is accepted, 30 days prior to your presentation.

LEARNING OBJECTIVES: (Supporting The Course Purpose)

Through this course, students are expected to:

1. Develop an extensive depth and breadth of knowledge in a topic of concern
2. Develop this knowledge through assimilating the information attained through a thorough and systematic review of the literature as it applies to the topic
3. Assimilate the knowledge in a way that allows for the application of the information to solve a new problem and/or deal with unexpected events.
4. Critically appraise the literature reviewed
5. Develop effective oral presentation skills using multimedia
6. Address and discuss audience questions and alternative opinions

COURSE POLICIES AND PROCEDURES: (Attendance/Dress Code etc. – specific to course)

PROFESSIONAL BEHAVIOR: Professional behavior is conducive to a learning environment and is expected of all course participants. Professional behavior includes but is not limited to tolerance of beliefs and opinions, arriving on time for the presentation as either the speaker or the audience, and clearly being prepared. Quiet attentiveness is expected during the presentations of others. No open computers or other distractions are acceptable or tolerated.

HONOR CODE: This course is in compliance with the University and College requirements and recommendations. Each presentation is to be a unique and individual effort by the student.

COURSE EQUIPMENT AND CLOTHING: Students are expected to conduct themselves in a professional manner required to make a formal case presentation. As such, professional clinical veterinary attire is expected for the presentation. The lecture hall will be equipped for multi-media presentations. Be sure to arrive well in advance of your scheduled time so that all equipment and files may be loaded onto the common computer (podium computer). Your presentation should be available on a portable data storage device such as a CD or Flash memory stick.

Assessment (Grades/Rubric/Exam)

EVALUATION CRITERIA: See the scoring rubric in the appendices that will be used to objectively calculate the group grade for this seminar course. Scores from each faculty rated rubric will be tallied and averaged to reach a course grade. Letter grades will result from tallied average scores, and result in the following letter grades indicated in Table I:

Table 1. Grade correlation to percentage					
Grade	U	D	C	B	A
Score	< 65	65 to < 70	70 to < 80	80 to < 90	90 to 100

Score distribution:

Aspect	Percentage	Appendix
Content	50	I
Presentation	50	II
Timely submission	Threshold event	

Faculty will evaluate student seminars based on formal criteria, including originality, interest or informative nature of the topic, delivery/style of presentation, structure of presentation, use of visual aids, knowledge of subject matter, ability to handle questions and quality of literature review. Letter grades may range from A to U.

Students will be assessed on the above items according to the evaluation rubrics in the appendices

(Appendix 1 and 2). A faculty content expert will be assigned to evaluate the content of your presentation, including the breadth and depth of your literature review on the topic. Please review these forms when choosing a topic.

PRESENTATION STRUCTURE: The presentation organization should follow the standard format of a *scientific presentation*, including: Title, Objectives, Background, Methods, Results, Discussion and Conclusion, or that of a *case report*, including Presentation (signalment, chief complaint, history), Problem List, Differential Diagnoses, Results of Diagnostic Tests, Presumptive Diagnosis, Prognosis, Treatment and Case Outcome.

DELIVERY OF PRESENTATION: A successful presentation requires a captivating and eloquent speaker(s), an accurate and clear message, a relaxed and interesting, yet authoritative and confident style, well-defined goals, effective visual aids, a structured outline. Note cards diminish from the audience's belief that the speaker(s) understands and has intimate knowledge of what they are presenting.

MATERIALS FOR SUBMISSION: Materials must be submitted by midnight 7 days prior to the presentation. The files will be submitted via email to the course director (JBERTONE@WESTERNU.EDU).

1. A maximum 1 page summary of the presentation
2. A list of references for the presentation that is not part of the 4 page summary.

LENGTH OF PRESENTATION: See above.

GOAL OF ANY PRESENTATION: Your goal of presenting any professional material is to use your audience's time wisely. Keep that in mind. If 100 people are in the room, then you are using about 4 days of people's lives in your presentation time. What is worth 4 days of life?

REFERENCES: Everything you say or that is in the text of a slide, other than your opinion, as in a review article, should be referenced on each slide. This will take the place of the tiny font list of references at the end. However, a further reading list at the end may be warranted to present sources for other background information that you had reviewed in your presentation development.

ACKNOWLEDGEMENTS: Take an attitude of gratitude. This is a life skill for you to master. At the end of your talk thank those that have had any part in the preparation of your topic.

PowerPoint PRESENTATION: The slides should be simple, especially in short presentations. If your topic is worth doing, then you have no time for the audience to get side tracked by natural wonders or balloons as a background of your slide.

Slide text should not be green, red or blue (Why?). Shades of yellows and white that contrast against a darker background (such as dark blue) are considered best.

There are many web based resources on the use of PowerPoint.

Presentation: Humor can be used effectively to make a point. However, standup comedy is not why your audience is in the room. Modulate your pitch effectively to increase interest and show enthusiasm. Remember that when you raise your pitch at the end of a sentence that means you are asking a question and unsure of your information. Confidence and poise are essential. Uhmms are bad. Learn to control them.

Content: Your content should fill the space allotted. Do not speak faster than discernible.

Dress: Veterinary school is your interview for your first job. Think about it.

Course Schedule:

The schedule for your presentation will be emailed to you. However, it is your responsibility to identify, be present, and be prepared for your presentation.

Resources: You are responsible to find them.

Appendices:

Appendix 1: Rubric - CONTENT FORM: FACULTY EVALUATOR

DATE _____

TOPIC _____

Attribute	Assessment			
Currentness and completeness of the literature review...	was complete and current including very recent literature	lacked references to recent information	lacked clear landmark references and was no more than a presentation of textbook level information	the literature review was not complete nor current
Points	10	6	2	0
Reference quality	All references were from peer reviewed journals, and when not, the adequacy of the references was clearly made evident	Some references were of poor quality and not clearly defined as such	Many references were of poor quality and not clearly defined as such	Most references were of poor quality and not clearly defined as such
Points	10	6	3	0
Interpretation. The literature review...	Was accurate	A few errors in interpretation were made	Several critical errors in interpretation were made	In general, the interpretation of the literature was inaccurate.
Points	10	8	4	0
Synthesis of the literature. The interpretation of the literature review	clearly showed thought and synthesis of information to identify new concepts and innovation for future research directions.	was adequate and presented some new concepts and questions for future research directions.	was marginal and presented few new concepts and questions for future research directions.	showed no thought, nor synthesis of the information to develop new, or innovative concepts. The presentation was no more than a representation of common textbook information
Points	10	8	4	0
Adherence to the tenants of evidence based medicine.	The presenter consistently scrutinized the value of the referenced literature and understood its shortcoming, and value.	The presenter often scrutinized the value of the referenced literature and understood its shortcoming, and value.	The presenter rarely scrutinized the value of the referenced literature nor understood its shortcoming, and value.	The presenter never scrutinized the value of the referenced literature nor understood its shortcoming, and value.
Points	10	6	4	0
Total				
Discretionary Points - addition or subtraction of points that arise from issues not captured in the presentation or content rubrics. Specify and include a short rationale for the addition or subtraction in the space to the right.				

Attribute	Assessment			
Title and objectives	clearly described title and objectives and linked them throughout the talk	clearly described title and objectives, but the link was not clear.	described his/her title and objectives however the link was not clear, nor the objectives met.	Did not present clear objectives.
Points	5	4	2	0
Transitioned well from point to point.	Continuously transitioned well from point to point.	Transitioned well most of the time	Transitioned well infrequently	Rarely transitioned well
Points	5	4	2	0
Confidence and accuracy in delivery	All of the time.	Most of the time	Rarely	apprehensive and lacked confidence
Points	5	4	2	0
Understandability and interest	Was very understandable, interesting.	Was moderately understandable, interesting.	Rarely understandable, and interesting.	Difficult to understand and not interesting.
Points	10	8	4	0
Slide format	Slide format enhanced the presentation (color, font, use of pictures, etc.)	Slide format neither enhanced nor detracted, was professional, etc. (colors, font, use of pictures, etc.)	Slide format mildly detracted from the presentation (colors, font, use of pictures, etc.)	Slide format detracted from the presentation, distracted, difficult to read, etc.(colors, font, use of pictures, etc.)
Points	5	4	2	0
Addressing questions		Addressed all questions	Could address most questions	Could address only a few or no questions
Points		5	3	0
Distracting habits		...had no distracting habits (uhms, giggling pointer, etc).	...had a few distracting habits (uhms, giggling pointer, etc).	...had a distracting number of bad habits(uhms, giggling pointer, etc).
Points		5	3	0
Adherence to the prescribed time limit.			adhered to the prescribed time limit.	Did not adhere to the prescribed time limit.
Points			5	0
Audience engagement (looked and talked to audience. Didn't read slides or notes, stood in front of the podium, etc).			Continuously engaged the audience	Did not continuously engage the audience
Points			5	0
Timely submission	threshold event			
Total				
Discretionary Points - addition or subtraction of points that arise from issues not captured in the presentation or content rubrics. Specify and include a short rationale for the addition or subtraction in the space to the right.				