Ernest Mario School of Pharmacy of Rutgers University Journal Club Presentation Evaluation Form

| D . | Journal C | lub Presenta | ation Evalua | tion Form | | |
|--|---|---|--|--|--|-------|
| Presenter: | | | Reviewer: | 1 D 1 4 | 0 D : 4 | G |
| I. STUDY OVERVIEW | | | 2 Points | 1 Points | 0 Points | Score |
| Introduction ☐ Authors' affiliations/study suppor ☐ Study objective(s) & rationale Methods – Design ☐ Case-control, cohort, controlled e ☐ Type of design (cross-over, parall ☐ Type of assignment used ☐ Blinding Methods – Patients/Subjects ☐ How enrolled/form where? ☐ Inclusion/exclusion criteria, # enr | xp, etc. lel, etc) | | Accurately and completely discussed ALL relevant introduction, study design, and patients/subject s components | Accurately and completely discussed MOST of the relevant introduction, study design, and patients/subjects components | Did not accurately and completely discuss most of the relevant introduction, study design, and patients/subject s components | |
| Methods – Treatment Regimens □ Treatments used □ Dosages/administration □ Therapy duration Methods – Outcome Measures □ Primary measures □ Secondary measures Methods – Data Handling □ Intention to treat, per protocol, etc □ # lost to follow-up, Reasons for definitions | с. | | Accurately and completely discussed ALL relevant treatment regimens, outcome measures, and data handling components | Accurately and completely discussed MOST of relevant treatment regimens, outcome measures, and data handling components | Did not accurately and completely discussed MOST of relevant treatment regiments, outcome measures, and data handling components | |
| Methods – Statistics ☐ Test used ☐ Power of study Results ☐ Results for each outcome measure ☐ Confidence intervals ☐ P-values ☐ Compliance ☐ Adverse events Conclusion Authors' conclusion(s) Comments for Study Overview: | e | | Accurately and completely discussed ALL relevant statistics, results, and authors' conclusion components | Accurately and completely discussed MOST of the relevant statistics, results, and authors' conclusion components | Did not accurately and completely discuss MOST of the relevant statistics, results, and authors' conclusion components | |
| II. STUDY ANALYSIS AND CRITIQUE | 8 Points | 6 Points | 4 Points | 2 Points | 0 Points | Score |
| Introduction □ Authors' affiliations/study support □ Study objective(s) & rationale Methods – Design □ Case-control, cohort, controlled exp, etc. □ Type of design (cross-over, parallel, etc) □ Type of assignment used □ Blinding Methods – Patients/Subjects □ How enrolled/form where? □ Inclusion/exclusion criteria, # enrolled per group | All Parts appropriately critiqued, with ALL relevant questions accurately addressed with strengths, weaknesses, and their impact described | Missed only ONE or Two considerations or relevant questions in critique, with the rest appropriately addressed with strengths, weaknesses, and their impact described | Most parts appropriately critiqued; some relevant questions with strengths, weaknesses, and their impact overlooked or inaccurate | Only SOME parts appropriately critiqued; most relevant questions with strengths, weaknesses and their impact overlooked or inaccurate | Failed to appropriately critique any part; all relevant questions with strengths, weaknesses & their impact overlooked or inaccurate | |

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|---|--|---|--|--|--|----------|
| II. STUDY ANALYSIS AND CRITIQUE (cont) | 8 Points | 6 Points | 4 Points | 2 Points | 0 Points | Score |
| Methods – Treatment Regimens □ Treatments used □ Dosages/administration □ Therapy duration Methods – Outcome Measures □ Primary measures □ Secondary measures Methods – Data Handling □ Intention to treat, per protocol, etc. □ # lost to follow-up, Reasons for dropouts | All Parts appropriately critiqued, with ALL relevant questions accurately addressed with strengths, weaknesses, and their impact described | Missed only ONE or Two considerations or relevant questions in critique, with the rest appropriately addressed with strengths, weaknesses, and their impact described | Most parts appropriately critiqued; some relevant questions with strengths, weaknesses, and their impact overlooked or inaccurate | Only SOME parts appropriately critiqued; most relevant questions with strengths, weaknesses and their impact overlooked or inaccurate | Failed to appropriately critique any part; all relevant questions with strengths, weaknesses & their impact overlooked or inaccurate | |
| Methods − Statistics □ Test used □ Power of study Results □ Results for each outcome measure □ Confidence intervals □ P-values □ Compliance □ Adverse events Author's conclusion Comments for Study Analysis and Comments | All Parts appropriately critiqued, with ALL relevant questions accurately addressed with strengths, weaknesses, and their impact described | Missed only ONE or Two considerations or relevant questions in critique, with the rest appropriately addressed with strengths, weaknesses, and their impact described | Most parts appropriately critiqued; some relevant questions with strengths, weaknesses, and their impact overlooked or inaccurate | Only SOME parts appropriately critiqued; most relevant questions with strengths, weaknesses and their impact overlooked or inaccurate | Failed to appropriately critique any part; all relevant questions with strengths, weaknesses & their impact overlooked or inaccurate | |
| III. STUDY CONCLUSION | 2 [| Points | 2 Points | 1 Point | 0 Points | Score |
| Clear, Concise Conclusion Stated | Conclusion summarized accurately & completely all of the following: key points to be taken from study (which reflected study limitations); drug's role in therapy or clinical practice implications; AND need for any further research in area | | Conclusion did not summarize accurately & completely one of the following: the key points to be taken from study; the drug's role in therapy or clinical practice implications; or the need for any further research in area | Conclusion did not summarize accurately & completely two of the following: the key points to be taken from study; the drug's role in therapy or clinical practice implications; or the need for any further research in area | Failed to give conclusion OR Conclusion completely inaccurate | Scott |
| Comments for Study Conclusion: | 1 | | iii area | I | | <u> </u> |
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| | Journal Club I | | | | | | | |
|---|--|--|---|---|--|--|---|-------|
| IV. PREPAREDNESS | 3 Points | 2 | Points | 1 Po | int | (|) Points | Score |
| Knowledge of Disease State and Appropriate Background Knowledge | Demonstrated complete understanding of disease state, current therapy, appropriate outcomes, related literature, and rationale for study. | under disease therapy outcom liter | Demonstrated good understanding of disease state, current therapy, appropriate outcomes, related literature and rationale for study | | trated icial ding of state, nerapy, riate , related re, or or study. | of dise thera outo literat | ad understanding hase state, current py, appropriate comes, related ture, or rationale for study. | |
| Knowledge of pharmacology | drug interactions, on dosing, and pharmacokinetics miss | | ood understanding of drug harmacology, only missing minor aspects. Superficial understanding of drug pharmacology. | | ding of | reş | basic knowledge garding drug armacology. | |
| Response to Questions | Correctly answered ALL questions in a confident manner | Correctly answered ALL questions in a answered non-confident manner OR correctly | | Correctly answered MOST questions in a non- confident manner OR correctly answered only SOME questions | | questi | ectly answered all ons OR handled questions professionally | |
| Comments for Preparedness: | | | | | | | | |
| | 2 Points | | 1 | Point | | (|) Points | Score |
| V. PRESENTATION | 2 Points | | | Point ne or Few | | (|) Points | Score |
| | Confident through presentation. Spoke clearly; easy to and understand. Go intonation. | o hear | Exhibited significant no portions of Difficult to I SOME thing | tentativeness ervousness in of presentation | n some on rstand some | Appe tental p Diffi unde things mone | D Points Many eared uneasy or tive throughout resentation. icult to hear or erstand MOST spoken OR Flat, otone intonation hroughout. | Score |
| V. PRESENTATION Mispronunciations Speaking Style/Vocal Quality | Confident through presentation. Spoke clearly; easy to and understand. Go | o hear | Exhibited significant no portions of Difficult to SOME thing areas of more | tentativeness ervousness in of presentation hear or under s spoken OR | n some on estand . some ation. | Appe tental p Diffi undo things mono | Many eared uneasy or tive throughout resentation. icult to hear or erstand MOST spoken OR Flat, otone intonation | Score |
| V. PRESENTATION Mispronunciations Speaking Style/Vocal Quality Vocal Quality | Confident through presentation. Spoke clearly; easy to and understand. Go | o hear ood | Exhibited significant no portions of Difficult to I SOME thing areas of more Within tim | tentativeness ervousness in of presentation hear or under s spoken OR notone intons | n some on estand some ation. ettes) | Appe tentar p Diffi undac things monor t +/- gro | Many eared uneasy or tive throughout resentation. icult to hear or erstand MOST spoken OR Flat, ottone intonation hroughout. | Score |
| V. PRESENTATION Mispronunciations Speaking Style/Vocal Quality Vocal Quality Timing Distracters ("uhs, uhms, etc.) OR | Confident through presentation. Spoke clearly; easy te and understand. Go intonation. Used few (or no) distracting manne Maintained eye cor | o hear ood | Exhibited significant no portions of Difficult to I SOME thing areas of more Within tim | tentativeness ervousness in f presentation hear or under s spoken OR notone intons e (+/- 5 minutal distractering mannerism | a some on estand some ation. utes) | Appertentary project tentary project for the p | Many eared uneasy or tive throughout resentation. icult to hear or erstand MOST spoken OR Flat, tone intonation hroughout. eater than 5 min d distracters or ting mannerisms | Score |
| V. PRESENTATION Mispronunciations Speaking Style/Vocal Quality Vocal Quality Timing Distracters ("uhs, uhms, etc.) OR Distracting Mannerisms | Confident through presentation. Spoke clearly; easy te and understand. Ge intonation. Used few (or no) distracting manne | o hear ood | Exhibited significant no portions of Difficult to I SOME thing areas of more Within time. | tentativeness ervousness in f presentation hear or under s spoken OR notone intons e (+/- 5 minutal distractering mannerism | a some on estand some ation. utes) | Appertentary project tentary project for the p | Many eared uneasy or tive throughout resentation. icult to hear or erstand MOST spoken OR Flat, stone intonation hroughout. eater than 5 min d distracters or tting mannerisms throughout | Score |
| V. PRESENTATION Mispronunciations Speaking Style/Vocal Quality Vocal Quality Timing Distracters ("uhs, uhms, etc.) OR Distracting Mannerisms Eye Contact | Confident through presentation. Spoke clearly; easy to and understand. Go intonation. Used few (or no) distroor distracting manne Maintained eye conthroughout TOTAL SCOR | racters risms | Exhibited significant no portions of Difficult to I SOME thing areas of more Within time Used sever distraction Occasionally and the poor of the poor | tentativeness ervousness in f presentation hear or under s spoken OR notone intonate (+/- 5 minural distracter ng mannerism looked at eva | a some on estand some ation. utes) | Appe tentar p Diffi unde things mono t +/- gre Used distrac | Many eared uneasy or tive throughout resentation. icult to hear or erstand MOST spoken OR Flat, stone intonation hroughout. eater than 5 min d distracters or tting mannerisms throughout | Score |