

ASSOCIATION OF PROFESSORS OF DERMATOLOGY

Conference Didactic/Lecture Presentation Assessment

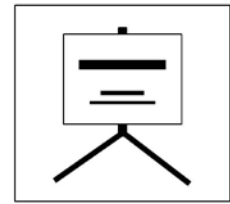
Instructions:

General principles

- This tool is designed to help assess a resident's competence in information gathering, lecture or didactic preparation, synthesis of information, and cogent presentation of a dermatology topic(s) in a conference or didactic setting.
- The evaluator listens as an audience member observing the resident's presentation quality, delivery, and interaction with the audience.
- Presentations of various lengths and in various venues can be assessed using this tool.

Specific instructions

- **Topic** – Summarize the topic by inserting a representative topic title (Example: Clinical signs of psoriasis)
- **Topic complexity** – Check the box that best corresponds to a particular presentation's complexity as assessed by the evaluator. For instance, a presentation on clinical manifestations of a dermatology disease might be considered basic, whereas the explanation of the molecular pathophysiology might be classified as more complex
- **Skills** – Rate the trainee on the milestones scale for each skill. It is important to remember that trainees are not being compared relative to other trainees; they are being rated on a continuum; that is, on a scale designed to assess progression of skills from novice to master. It is common for first year residents to score 3 or 4 out of 10 and still be regarded as appropriate, great first year residents.
- If a particular skill is not observed or is not applicable to the particular procedure, check the "Not observed" box.
- Information synthesis refers to an ability to highlight the most important points in a given time to present. Good information synthesizers do not get bogged down presenting superfluous details or unnecessary minutia, and are respectful of time allotments. The best information synthesizers can take a huge topic and successfully hit the important points in a memorable way, without trying to race to cover every detail, and without running over the time limits given to cover the topic.
- If the assessor is unaware if the presenter was previously given feedback to improve their presentations, the assessor should check the box marked "Not applicable / Unknown."
- **Feedback and comments** – Note specific positives in the presentation and give constructive feedback on how the resident could improve. Ideally, the feedback is given in a timely fashion to the resident.



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Conference Didactic/Lecture Presentation Assessment

Resident: _____ Derm Yr: _____

Evaluator: _____ Date: _____

Topic Complexity: Basic Moderate Complexity Very Complex Topic

Presentation Topic: _____

V.1C

Disclosure? Yes No Not Applicable in this Venue **Disclosure Accurate?** Yes No N/A or Unknown

V.2

1. Selection of Relevant Information To Teach (Not assessed / not applicable)

Fails to cover specific assigned topics.	Assigned a topic. Some irrelevant points covered	Assigned topic. Selects relevant points to cover	Identifies relevant objectives when given broad topic to cover	Able to create specific objectives and appropriately assign others	Helps others narrow topics to relevant info
1	2 3	4 5	6 7	8	9 10
Below Expected 1 st Yr	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level

V.2

III.4

III.1

2. Information Synthesis (Not assessed)

Minimal synthesis. Rambling. Unabridged	Synthesizes some but not all basic & few complex	Effectively synthesizes some but not all info	Summarizes complex topics through effective info synthesis	Uses synthesis of complex topic to pose novel audience questions	Teaches others how to synthesize effectively
1	2 3	4 5	6 7	8	9 10
Below Expected 1 st Yr	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level

IV.1

3. Effective Communication with Audience (Not assessed)

Reads slides. Speaks to screen. Disengaged. Key message lost.	Usually message is clear. Explanations need improvement	Clear message. Attempts to Explain w handouts/diagrams	Communicates effectively. Attempts audience participation through Q/A. Good visual aids.	Engages audience throughout. Audience participates effectively. Practical implications clear.	Advanced active audience participation
1	2 3	4 5	6 7	8	9 10
Below Expected 1 st Yr	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level

IV.4

4. Respectful of Opinions of Audience (Not observed / not applicable)

Failed to elicit opinions/questions from audience	Argumentative. Defensive tone with one or more questions	Addresses most questions well, some defensiveness detected when challenged	Respectful of the opinions of colleagues, even when offering contrary opinions	Gracious towards all audience comments, encouraging feedback about presentation	Coaches others in audience respect
1	2 3	4 5	6 7	8	9 10
Below Expected 1 st Yr	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level

III.1

5. Appropriateness of Resources used in creating Presentation (Not assessed)

No references cited in presentation.	Some key references missed or inappropriate references selected	Accesses appropriate resources to find requested/assigned info	References most recent peer-reviewed literature on assigned subjects	Clearly identifies references when communicating info during the flow of presentation	Grades level of evidence of references used in information presented
1	2 3	4 5	6 7	8	9 10
Below Expected 1 st Yr	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level

III.4

6. Use of Digital Images (Not assessed / not applicable)

No images used when images clearly needed for good presentation	Misses several opportunities for including images that would benefit	Misses key opportunity to include beneficial digital images	Incorporates digital images, usually contributory, some unnecessary or poor quality	Incorporates digital images that positively contribute to crafting effective message.	All images high quality, contributory to message
1	2 3	4 5	6 7	8	9 10
Below Expected 1 st Yr	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level

III.4

III.1

7. Signs of Presentation Rehearsal (Not assessed / not applicable)

Exceeds time limits by > 50% of time limit. No confidence	No obvious rehearsal prior. Time exceeded. Some confidence in material	Presents material with confidence but not with attention to time limits	Presented material within the allotted time. Occasionally sounds rough/not rehearsed	Presentation delivered in well-rehearsed, confident manner within allotted time.	Able to adjust message when interrupted to remain on time
1	2 3	4 5	6 7	8	9 10
Below Expected 1 st Yr	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level

III.3D

8. Were there signs that the resident incorporated previous presentation feedback into an improved presentation? Yes No Not applicable / Unknown

9. Overall Presentation Competence (Not observed)

1	2 3	4 5	6 7	8	9 10
Below Expected 1 st Yr	Beginning Resident Level	Junior Resident Level	Senior Resident Performance	Ready for Unsupervised Practice	Mastery Level

FEEDBACK AND COMMENTS TO HELP THE RESIDENT IMPROVE PERFORMANCE: