COURSE NUMBER AND TITLE: HAP 563 – Masters Project III

CREDITS: 1

INSTRUCTORS: Professor P. Kuemmel and Faculty

TERM: Year Two, Mods 4-8

GOAL: To provide an opportunity for students to share their knowledge of research and EBM by finalizing a paper and delivering a professional-quality Powerpoint presentation describing their investigation of an approved clinical question.

DESCRIPTION: With guidance from their faculty mentor, students will revise and finalize the Powerpoint presentation submitted at the end of Masters Project II. Focus will be on developing a concise, professional-appearing product suitable for presentation at a professional conference. Students will be assigned a date to present this to their mentor and other members of the faculty and class (typically as part of their end-of-rotation activities), and will be evaluated on the content, visual, and oral components of their work. Ideally, the paper in its final form should be suitable for publication.

OBJECTIVES: By the completion of this course, students will be able to:

1. critically analyze the appropriateness of material to include in a Powerpoint presentation on a thorough evidence-based literature search related to a relevant clinical question
2. self-assess their ability to create a professional presentation on the selected topic
3. communicate in a professional manner with faculty mentors in order to refine and finalize a professional presentation and paper
4. create and deliver a Powerpoint presentation to mentors, other faculty and peers which appropriately summarizes the results and analysis of the search


TEACHING STRATEGIES:
This is a guided independent study course. Teaching strategies will include discussion of progress, obstacles encountered, and potential resolutions via:
- Face-to-face meetings when feasible
- Phone contact
- Online communication/email
METHODS OF EVALUATION:

- Faculty assessment of quality of interactions (20% of final grade). The student’s primary mentor will determine this portion of the grade, which will be based on:
  o timely response to faculty suggestions/requests
  o initiative and thoroughness, and
  o the professionalism with which the student communicates to all responsible faculty

- Faculty and peer assessment of the Powerpoint presentation (40% of final grade; see sample evaluation sheet).
  All presentations must be created and submitted electronically using Microsoft Powerpoint to facilitate communication with faculty. Any printed drafts requested by the faculty during review, and all final presentations, must be printed and submitted single-sided on standard white paper using the “Handouts, 6 per page” option, unless otherwise specified by faculty. It is expected that the final presentation will take no more than 20 minutes.

  A professional presentation design is expected from the outset. Students who are not familiar with the Powerpoint program should access the courses/handouts offered through the HSC Library’s Information Management Series or seek guidance from their faculty mentor(s). Some general guidelines on presentation skills and style basics are available at:

  http://www.presentersonline.com/basics/
  http://www.avwtelav.com/Web_US/planning_tools/planning_tools_powerpoint.cfm

  The presentation will be evaluated on the quality of the following required elements:

  A. Title Slide, including student(s) name(s) and title(s)
  B. Name(s), title(s), and contact information for all mentoring faculty
  C. Introduction/Background
  D. Research Question
  E. Review of the Literature, to include
     • Search terms, methodologies, and overall results
     • Summaries of key articles
  F. Analysis and Conclusions
     • Perceived answer to the Research Question
     • Limitations, if any, of the current literature
     • Suggestions for future research
  G. References
The student must be able to effectively orally communicate the information while using the Powerpoint presentation, including answering audience questions at the conclusion of the presentation.

- Faculty assessment of the final paper (10-15 pages; 40% of final grade). All papers must be written and submitted electronically using Microsoft Word or a compatible word processing program to facilitate communication with faculty. Documents should be formatted with one inch margins all around, double-spaced, and use Times New Roman 12 point font. Any printed drafts requested by the faculty during review, and all final drafts, must be printed and submitted single-sided on standard white paper.

Professional writing style following AMA format\(^1\) is expected from the outset. Students should refer to the recommended references from JAAPA for further guidance on writing style. Some other references on the AMA style are available at:

http://healthlinks.washington.edu/hsl/styleguides/ama.html
http://www.docstyles.com/amaguide.htm

The paper will be evaluated on the quality of the following required elements:

- K. Title Page, including student(s) name(s) and title(s)
- L. Name(s), title(s) and contact information for all mentoring faculty
- M. Table of Contents
- N. Abstract
- O. Introduction/Background
- P. Research Question
- Q. Review of the Literature, to include
  - Search terms, methodologies, and overall results
  - Summaries of key articles
- R. Analysis and Conclusions
  - Perceived answer to the Research Question
  - Limitations, if any, of the current literature
  - Suggestions for future research
- S. Self-Assessment (a description of the process and the student’s growth as a result)
- T. References

Rationale for including this course in the student’s total program of study/placement in the curriculum:

Part of the stated mission of the Stony Brook University Physician Assistant Program is to offer “the highest quality graduate-level medical education in a learning environment that fosters critical thinking, encourages professional leadership and inculcates a strong appreciation of ethical values and human diversity. The curriculum provides students with expertise in the principles of evidence-based practice and competence in scholarly activity.” A key component of achieving this mission is to insure the student’s ability to evaluate, apply, and present current medical research and literature.

The four courses related to this process are woven throughout the student’s education. Graduate-level physician assistant students will carry the process of gathering and presenting evidence-based knowledge through each of its phases under the guidance of a small group (1-3) of mentoring faculty. This process will begin in the preclinical phase and continue through the clinical phase of the program. This is the final course in the sequence, following Research Design/EBM and Masters Project I and II.

Americans with Disabilities Act:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.