

CDM Seminar Participation Self-Evaluation Form – Julia Lenhart

	Outstanding (10 pts)	Good (8 pts)	Poor (6 pts)
Level of participation	Participates regularly and actively, contributing to the discussion in every seminar for the entire duration and with enthusiasm and positive attitude.	Participates in discussion at least twice each seminar	Participates infrequently (once or less per seminar)
Pattern of Participation	The pattern of contribution has been steady; the frequency of participation has not fallen off recently.	The frequency of participation has remained steady or increased as the student becomes more familiar with the class and the material.	Usually does not volunteer information. It is likely that on those occasions when student has spoken, it is because the facilitator asked for participation OR participation is very inconsistent from seminar to seminar OR participation has fallen off recently
Volunteering participation	Volunteers consistently without dominating conversation	Volunteers a moderate amount (2-3 times per seminar) OR student dominates discussion without allowing others to participate	Volunteers rarely (once or less) per seminar
Quality of contribution 1	Makes major substantive contributions (e.g. likely to suggest an alternative drug therapy option for a given patient, or to provide specific and pertinent therapeutic and toxic monitoring parameters)	Most contributions are fairly brief responses to straightforward questions (e.g. likely to provide an objective or subjective piece of evidence or list side effects of a given therapy)	Contributions have been mainly brief comments on straightforward topics or opinions
Quality of contribution 2	In some instances, contributions have added a unique insight to the discussion, or have made a significant impact on the discussion.	Is prepared and able to give appropriate answers that are helpful to the seminar discussion	Rarely speaks when deeper analysis is required. When asked to participate questions or responses during discussions reveal lack of preparation and answers are generally weak or insufficient
DRP identification	Consistently critically assesses patients' pharmacotherapy and identifies <80% drug-related problems	Able to identify most (60-80%) but not all drug-related problems	Able to identify few (<60%) drug-related problems
Team work	Listens respectfully to other students'; comments and facilitates discussion by encouraging students to share their ideas	Occasionally does not listen to others to when they are talking, but generally treats others in the group with respect	Rarely listens to other students'; comments and speaks merely to satisfy a perceived quantity requirement. Presence in the group probably does not make much difference to getting the task done
Professionalism 1	Is always on time for seminar.	Is almost always on time for seminar (late 1 time).	Frequently late for seminar (late >1 time).
Professionalism 2	Consistently submits project related work/homework on time	Has NOT submitted project related work/ homework (or tried to submit late) on 1 occasion	Has NOT submitted project related work/ homework (or tried to submit late) on 2 or more occasions
Leadership	Regularly takes on leadership role in seminar by volunteering to lead discussion, look up answers to questions, provide information, etc	Occasionally takes on leadership role in seminar by volunteering to lead discussion, look up answers to questions, provide information, etc	Rarely or never takes on leadership role in seminar by volunteering to lead discussion, look up answers to questions, provide information, etc

Students who have one unexcused absence automatically receive a letter grade deduction for their overall seminar grade

Students who do not meet any of the above criteria or have more than one unexcused absence will receive a zero for seminar participation.

Comments: