



# **BPharm (Honours) Handbook 2021**



UNIVERSITY  
of  
**OTAGO**  
*Te Whare Wānanga o Ōtago*  
NEW ZEALAND

School of Pharmacy  
*He Rau Kawakawa*

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## Welcome

Congratulations on being admitted to the Bachelor of Pharmacy (Honours) Programme!

The Honours year represents a major challenge and will see you working independently to achieve a high standard of work in both your research and clinical practice.

Take advantage of the opportunities to immerse yourself in the research culture of the School. Learn from experienced researchers and fellow undergraduate and postgraduate students.

Your supervisors and I are here to support you through all of this year's adventures.

Best wishes for a great year!

*Ailsa L. McGregor*



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## Introduction

The BPharm (Honours) Programme builds on the standard BPharm Programme and provides additional training in research and clinical practice.

The BPharm (Honours) Programme is targeted to a limited number of high achieving undergraduate pharmacy students who have an interest in postgraduate research.

A BPharm (Honours) degree provides an advantage when applying for competitive postgraduate positions, scholarships and funding and meets the University's criteria for direct entry to PhD Programmes.

## Outcome

In addition to the expected outcome for a Bachelor of Pharmacy graduate, a graduate with a BPharm (Honours) degree will be able to:

- *Engage in self-directed learning and advanced study.*
- *Demonstrate intellectual independence, analytical vigour, and the ability to understand and evaluate new knowledge and ideas.*
- *Demonstrate the ability to identify topics for original research, plan and conduct research, analyse results and communicate the findings to the satisfaction of subject experts.*

## Graduate profile

**CRITICAL THINKING:** analyse issues logically, consider different options and viewpoints, problem solve and make informed decisions.

**IN DEPTH KNOWLEDGE:** in-depth knowledge in research design and analysis, greater in-depth knowledge in the chosen area of their research dissertation

**INFORMATION LITERACY:** skills in acquiring, organising and critically assessing the literature

**RESEARCH:** conduct research with enhanced knowledge and skills in: critical assessment of the literature, hypothesis generation, design of experiments to test hypotheses, skills to conduct experiments, critical assessment of data and its relationship to the literature, presenting results of research in both written and oral form.

## Entry into the programme

Application for entry into the programme is by invitation.

A limited number of students are invited to apply based on their GPA

Interested students are required to make a written application, undertake interviews with potential supervisors at the end of the semester one of Year 3 and indicate their preferred research supervisors.

Both student and supervisor preferences are taken into consideration together with the quality of written application to identify successful candidates and match them with a research project.

Each year ~ 10 students are offered entry to the honours programme.

## Standard of Award of the Degree

The degree may be awarded with

- First Class Honours,
- Second Class Honours (Division 1),
- Second Class Honours (Division II),
- Third Class Honours.

The class of Honours is approved by the Board of Studies based on the performance of the candidate in PHCY410, PHCY420, PHCY431, PHCY 480 and PHCY485.

The following key is used for translating the marks into letter grades:

| <b>Final Result</b>                | <b>Marks</b>  |
|------------------------------------|---------------|
| First class Honours                | 80% and above |
| Second class Honours (Division I)  | 70%-79%       |
| Second class Honours (Division II) | 60%-69%       |
| Third class Honours                | 50%-59%       |

A candidate who fails to obtain Honours may, on the recommendation of the Dean of the School of Pharmacy, be awarded the degree of Bachelor of Pharmacy.

A candidate for Honours who is required to sit a special examination in the Fourth Year as a result of failing a paper will not be awarded an Honours degree, but shall, if successful in passing the special examination, be awarded the degree of Bachelor of Pharmacy.

## Course Structure

BPharm (Honours) is a four-year degree, with the first 3 years of study identical to the BPharm Programme.

The 4<sup>th</sup> year is worth 144-points and includes a 36-point research component. The required papers for the 4<sup>th</sup> year of the BPharm (Hons) are shown in table 1

*Table 1: Fourth year papers for BPharm (Hons)*

| Paper    | Title  | Points | Description   |
|----------|--|--------|---|
| PHCY 410 | Elective Studies A                                   | 15     | Same as BPharm  |
| PHCY 420 | Pharmacy Leadership and Management                   | 15     | Same as BPharm  |
| PHCY 431 | Structured Practical Experiential Programme          | 20     | Same as BPharm  |
| PHCY 480 | Honours Research Project                             | 36     | Higher level, individual research project (instead of PHCY430 elective B group research)  |
| PHCY 485 | Applied Pharmacotherapy and Patient Care for Honours | 58     | Core material identical to PHCY432 PLUS an additional higher level assignment (pass/fail) |

### PHCY 410 Elective Studies A

- Follow BPharm Handbook

### PHCY 420 Pharmacy Leadership and Management

- Follow BPharm Handbook

### PHCY 431 Structured Practical Experiential Programme

- Follow BPharm Handbook

## PHCY480 Honours Research Project

### Introduction

PHCY 480 (Honours Research Project) is a full year, 36 points, paper required as a fulfilment of Bachelor of Pharmacy with Honours (BPharm (Honours) degree. It includes the development, implementation and reporting of an original individual research project, supervised by a Dunedin-based PBRF-eligible School of Pharmacy staff member and approved by the Dean of the School of Pharmacy.

### Learning outcomes

By the end of this paper, students will be able to:

- Formulate research questions based on an in-depth knowledge of their chosen area of research
- Implement research including the ability to generate a hypothesis, design experiments to test the hypothesis, and to carry out experimental work
- Critically evaluate their own work and current and relevant literature pertinent to their research project
- Understand and apply knowledge of research methodologies, ethical issues and health and safety issues pertaining to research
- Communicate in-depth their research (information, arguments and analyses)

### Course outline

The core component of this paper is the development, implementation, evaluation and reporting of an original individual research project as a 15,000-word dissertation (figure 1).

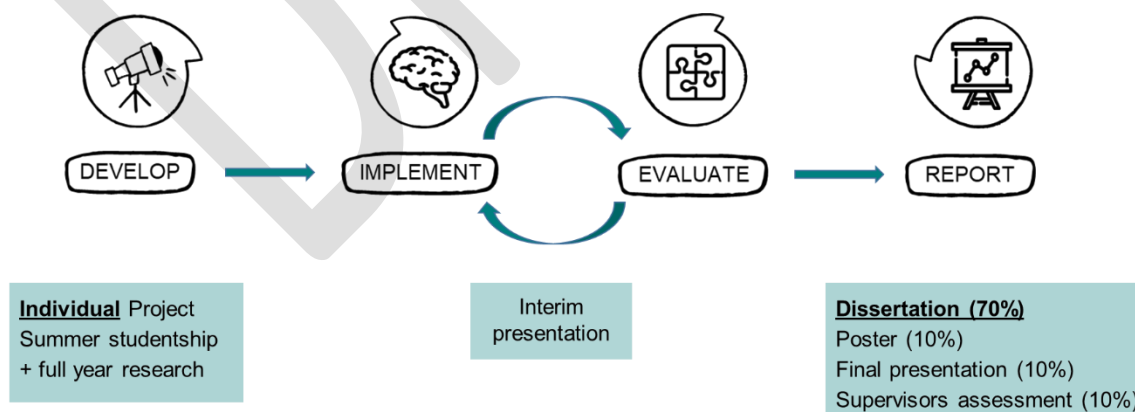


Figure 1: Key components of the PHCY480 research paper

## Teaching/ delivery method

Each honours student is required to conduct an individual research project under the supervision of a PBRF-eligible staff member, who also acts as a mentor the student

The research project begins in the summer, prior to the start of the 4<sup>th</sup> year, and continues until the end of semester 2.

Supervisors are responsible for teaching students the research techniques and methodologies however, learning in this paper is self-directed.

Students are required to meet regularly with their supervisor and to maintain clear records of their research.

## Workload expectations (36 points = 450 hours\*)

### Contact hours

|                             |     |                                       |
|-----------------------------|-----|---------------------------------------|
| Meetings with supervisor(s) | 15h |                                       |
| Lectures                    | 8h  | research methods (PHCY430, voluntary) |
| Library Workshop            | 2h  | pre Semester 1                        |

### Non-contact hours

|                          |      |   |
|--------------------------|------|---|
| Literature review        | 30h  |   |
| Research                 | 318h |   |
| Interim presentation     | 10h  |   |
| Dissertation preparation | 65h  | including poster and final presentation |

*\*Each paper has a points value where one point generally represents 10 hours of work for an average student wishing to achieve an average grade. Hons and postgraduate papers may differ. Here 1 point =12.5h of work*



## Important Dates for PHCY480

### 2020

|             |  |
|-------------|--|
| 2 November  | Welcome and induction                                  |
| 19 November | First summer studentship scholarship payment           |
| 17 December | Second summer studentship scholarship payment          |
| 21 January  | Third and final summer studentship scholarship payment |

### 2021

|          |  |
|----------|--|
| 19 March | Interim progress report due  |
| 27 Aug   | <i>Draft dissertation to supervisor for feedback (proposed date)</i> |
| 10 Sept  | <i>Feedback returned to student (proposed date)</i>                  |
| 24 Sept  | Abstract due   |
| 24 Sept  | Final dissertation due   |
| 1 Oct    | Submit poster for printing   |
| 8 Oct    | Research Symposium!  |

## PHCY 480 lectures and workshops 2020-21

|            |                              |               |                                |
|------------|------------------------------|---------------|--------------------------------|
| 2nd Nov 20 | Health and Safety inductions | Blake Gibson  | Room 713                       |
| 3rd Nov 20 | Database searching           | Thelma Fisher | Central Library Seminar Room 3 |

## PHCY430 lectures that may be of interest

| Semester 1 |         |             |                  |
|------------|---------|-------------|------------------|
| Date       | Event   | Instructor  | Topic            |
| 15 March   | Lecture | TBC         | Rangahau Māori   |
| 15 March   | Lecture | Carlo Marra | Research methods |

| Semester 2      |         |                  |                                  |
|-----------------|---------|------------------|----------------------------------|
| Date            | Event   | Instructor       | Topic                            |
| 12 Jul & 9 Aug  | Lecture | Natalie Medicott | Data analysis and statistics     |
| 19 Jul & 9 Aug  | Lecture | Natalie Medicott | Presenting and interpreting data |
| 21 Jul & 23 Aug | Lecture | Carlo Marra      | Writing up research              |
| 2 Aug & 6 Sept  | Lecture | Ailsa McGregor   | Preparing a poster               |

## PHCY480 Assessments

| Assignment                           | Weighting | Details   |
|--------------------------------------|-----------|---|
| Interim presentation                 | Pass/Fail | <ul style="list-style-type: none"> <li>This will be in the form of a short presentation at a special 'honours session' of the departmental research seminar series.</li> <li>This venue provides students with feedback from an academic audience at the mid-point of their project.</li> <li>This acts a 'trial run' for the final presentation at the research symposium.</li> <li>Information and resources on how to make and deliver an effective presentation will be made available on Blackboard</li> </ul> |
| Dissertation                         | 70%       | <ul style="list-style-type: none"> <li>15, 000 words maximum excluding references. See Appendix 2 for more information about formatting and assessment criteria.</li> <li>Submission is via pdf upload to Blackboard. Please do not submit a hard copy.</li> <li>Two examiners (not your supervisor) will examine the dissertation independently.</li> <li>If the marks differ by &gt;20%, an independent assessor will moderate and decide upon the final mark</li> </ul>  |
| Supervisor Assessment                | 10%       | <ul style="list-style-type: none"> <li>Your supervisor will assess your performance during the project. Please see Appendix 3 for information on assessment criteria.</li> </ul>  |
| Poster presentation at the symposium | 10%       | <ul style="list-style-type: none"> <li>You will present your research as a poster at the final research symposium. Final year pharmacy students and staff attend the symposium.</li> <li>Posters will be printed for you.</li> <li>You will need to pitch your poster to a panel of examiners. See Appendix 4 for further information about assessment criteria.</li> <li>Information and resources on how to make a poster will be presented at a lecture and made available on Blackboard</li> </ul>              |
| Oral presentations in the Symposium  | 10%       | <ul style="list-style-type: none"> <li>Your poster will be supported by a short (around 5 minute) 'flash' talk.</li> <li>Information and resources on how to make and deliver an effective presentation and assessment criteria will be made available on Blackboard</li> </ul>   |

## Other useful information

### Academic integrity

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage.

Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism.

Academic misconduct in relation to work submitted for assessment (including all course work, tests and examinations) is taken very seriously at the University of Otago. More on the University's stance on academic integrity and misconduct can be found here: <https://www.otago.ac.nz/study/academicintegrity/>

### Editorial assistance

As draft sections of your dissertation are completed, they should be given to your supervisor for comment/feedback. Your supervisor will make suggestions regarding structure, grammar and details of the methods and data presentation, but not detailed proof-reading. When the whole dissertation is completed, the editing will concentrate on the logic and content of the scientific story, the writing style and how the different sections link together.

### Ethics Approval

As rule, if you are conducting any sort of survey or questionnaire, or interviewing anyone, or looking at records relating to individual people (e.g. patient records), then you will need ethics approval for your project.

### Literature Searching

Following the lecture from Pharmacy's Subject Librarian Thelma Fisher, tutorials are available for each student tailored to your topic. These can be arranged directly with Thelma.

### Photocopying

If you need to do any photocopying, please see Reception on the 7<sup>th</sup> floor.

### Purchasing

There is a very small amount of funding available to support your project. **DO NOT** buy anything without checking with your supervisor first. If you are authorised to buy something, ensure you get a GST receipt. No GST receipt; no reimbursement.

# PHCY 485 Applied Pharmacotherapy and Patient Care for Honours

## Introduction

PHCY 485 (Applied Pharmacotherapy and Patient Care for Honours) is a full year 58-point paper required as a fulfilment of Bachelor of Pharmacy with Honours (BPharm (Honours) degree.

The core material and assessments are the same as PHCY 432; however, PHCY 485 will have an additional higher level assignment.

## Learning outcomes

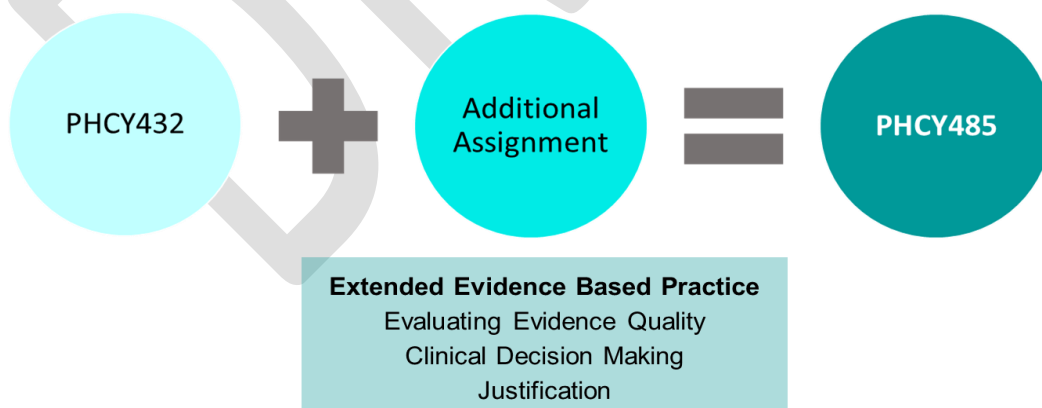
The core learning outcomes for PHCY485 are the same as for PHCY432.

Additional learning outcomes specific to PHCY485 include:

- Communication, collaboration, research
- Critically evaluate the literature.
- Selects appropriate resources for a specific information request
- Interprets and critically appraises information in relation to the answerable question

## Course outline

The core modules of the paper are the same as PHCY 432. The assignment and weighting for assessments are the same as for PHCY432, with an additional pass/fail evidence-based practice assignment



Additional content in PHCY 485 will include teaching sessions around evidence-based practice, evaluating the quality of evidence, patient driven decision making and making decisions in clinical 'grey areas'.

## Teaching/ delivery method

Taught content will be delivered via lectures, workshops and skills labs.

## Important Dates for PHCY485

Please see PHCY485 BlackBoard page and timetable for lecture and workshop dates precise assignment due dates.

## Workload Expectations (58 points)

An approximate workload breakdown is shown below

| Activity   | Hours      | Derivation                               |
|--|------------|--|
| Lectures   | 20         | 20 x 1h                                  |
| Seminars / workshops                             | 80         | 40 x 2h workshops                        |
| Skills Laboratories                              | 18         | 12 x 1.5h                                |
| Online work                                      | 20         | 20 x 1h activities                       |
|  |            |  |
| Lecture preparation                              | 20         | 1h per lecture                           |
| Workshop preparation                             | 40         | 1h per 2h workshop                       |
| Problem-based learning prep.                     | 80         | 20 x 4 h                                 |
| Skills Laboratory preparation                    | 12         | 1h per Skills lab.                       |
| Tutorial (for honours) preparation               | 3          | 6 x 0.5 h                                |
| Written assignments (with extension for honours) | 50         | 25h x 2 assignments                      |
| Written assignment (for honours)                 | 21         | 21h for the assignment                   |
| e-portfolio work                                 | 24         | 2h per week for 12 weeks                 |
| OSCE preparation                                 | 25         | 25h review of skills for OSCE assessment |
| Private study                                    | 210        | Review of therapeutic areas and skills   |
|  |            |  |
|  |            |  |
| Final exam preparation                           | 90         | 90h Review of material                   |
| OSCE   | 3          | 3h for OSCE                              |
| Final exam                                       | 3          | 1 x 3 h written exam                     |
|  |            |  |
| <b>TOTAL HOURS</b>                               | <b>725</b> |  |

## Assessments

An approximate timeline is shown here.

| Assignment                          | Description        | Weighting | Approx. timeframe  |
|-------------------------------------|--------------------|-----------|--|
| 1. Care Plan                        | Individual         | 10%       | 1st April (All students)   |
| 2. Critical appraisal               | Group presentation | 10%       | 30 <sup>th</sup> April (group 1)<br>28 <sup>th</sup> May (group 2)   |
| 3. Decision making reflection       | Individual         | 10%       | 23 <sup>rd</sup> July (group 1)<br>20 <sup>th</sup> August (group 2) |
| 4. Extended evidence-based practice | Individual         | Pass/Fail | August   |
| 4. Terms Test                       | Law/calculations   | Pass/fail | 30 <sup>th</sup> July (group 1)<br>27 <sup>th</sup> August (group 2) |
| 5. Care Plan Test                   |                    | 20%       | 24 <sup>th</sup> Sept. (all students)                                |
| 6. OSCE                             |                    | Pass/fail | End of year  |
| 7. Care Plan Exam                   |                    | 50%       | End of year  |

Assignments shown in white are identical to those in PHCY432. The blue shaded assignment is an additional component for PHCY485. Details on the structure and assessment of this assignment will be made available on Blackboard.

## Appendix 1: Interim report

### BPHARM (HONS) INTERIM REPORT TEMPLATE

Name:

Supervisor:

Title of research project:

Objectives:

Outcomes achieved (interim):

Future work target and timeline:

Do you foresee any potential challenges in completing the project?

Signed:

---

**Student**

Date:

---

**Supervisor**

## Appendix 2: Dissertation

### Style guide and assessment criteria for dissertations

#### 1. Style Guide

Honours projects differ in their subject areas and scope and as a result, may have different formats.

The advice below is suggestion only and works for a traditional biomedical style dissertation. Specifics should be agreed with your supervisor. The dissertation may be written in the form of a scientific paper.

Remember you are marked on what is written in your dissertation, not on how hard you worked to produce it (effort does not always equal quality). You should write in as concise a style as possible. Adhere strictly to word limits specified. Each major section e.g. Title page, Abstract, Introduction etc. should start on a new page.

*Title page:* The title page should be a separate sheet and include the title of project, your name and the following statement:

"A Dissertation submitted in partial fulfilment of the requirements of the Degree of Bachelor of Pharmacy with Honours at the University of Otago."

You may also include the university's logo, or an appropriate picture. The title page should also include "School of Pharmacy, University of Otago, Dunedin, New Zealand." The month and year of submission should also be stated.

*Acknowledgements.* Number this page "ii". This is where you thank anyone you wish to, and who has helped you in the execution and completion of your project.

*Abstract:* Number this page "iii". This is a summary of your research. The abstract should not exceed **250** words. Your supervisor may prefer your abstract to have subject headings (a structured abstract). It is important that this section is clear and comprehensible in its own right. References should not be cited and any abbreviations used must be defined.

*Table of Contents:* Number this page "iv". The Table of Contents lists all section and subsection headings with their corresponding page numbers.

*Main Text:* This section and all subsequent pages are numbered using Arabic numerals commencing with page "1". Your supervisor will have a good idea of what length is appropriate, but it is likely to be least 12000-15000 words (20-30 double spaced pages, excluding references and appendices). The main text typically has the following sections:

*Introduction:* The introduction should give a concise background to the present study. Relevant articles, books and up-to-date review articles should be cited to support *every* statement of fact. This section typically concludes with the scientific question to be answered including aims/hypotheses.

*Method:* This section should give sufficient information to allow others to repeat the work. It may contain subsections. Established methods should be very briefly described (for



instance, with a reference) and novel methods given in greater detail. The suppliers of chemicals, biological materials and equipment should be indicated if this might affect the results.

**Results:** This section should describe concisely the rationale of the investigation and its outcomes, possibly including tables, graphs/figures, and statistical analysis. Overall interpretation of the data belongs in the Discussion. The Results section should be divided into subsections with concise descriptive titles.

**Discussion/Conclusion:** This section should relate results to previous work and interpret them. It must not repeat parts of the introduction or recapitulate the results section. The Discussion section may also be divided into subsections with concise descriptive titles, it may include future directions for further development of the work.

**References:** List all publications cited in the text. This should be formatted in line with a standard referencing system (e.g., APA, Harvard, Vancouver). Your supervisor or the usual style in your area of research may dictate selection of a referencing system. No word limit: Permission must be secured for all personal communications that are cited in the text.

**Appendices:** If appropriate, you should include additional materials in appendices. Each appendix should be cited in the text in the form "Appendix A, Appendix B..." etc. Skilful use of Appendices will make the dissertation more informative and the main text easier to read.

**Tables:** Table should have a concise title; additional material should be given as footnotes to the table, but these are brief and should not contain experimental detail that could be included in the text. Table pages should be placed immediately after the page upon which the table is first quoted.

**Figures:** Figures should be on a page by themselves with a legend either below the figure or on the facing page. All figures should be of a suitable quality to show all relevant information. Figure pages should be placed immediately after the page upon which the figure is first quoted in the text. Legends should not repeat the methods section.

**General style:** All text must be on one side of the paper only, have wide margins (at least 2 cm) and be at least 1.5 spaced throughout, including Methods and Reference sections, figure legends and tables. The font size used should be 12 point.

**Proofing:** Pay close attention to the technical aspects of writing i.e. grammar, abbreviations, bibliographies and presentation style. Lack of attention to detail in writing and formatting can imply a lack of attention in experimental work. The past tense should be used throughout in describing new results, and the present tense in referring to previously established and generally accepted results. The *Concise Oxford Dictionary* (Oxford University Press) should be used as the standard for spelling and the CBE manual *Scientific Style and Format* (6th edn, Cambridge University Press) as an editorial guide. Students are encouraged to use their own style of writing provided that it is concise and conforms to normal English usage.

*Dishonest conduct:* Your dissertation will be submitted to SafeAssign, but dishonest conduct may also be picked up by your supervisor or examiner. In the context of a research project, dishonest conduct might include:

- Poor paraphrasing (i.e. text that should be “in quotes” but is not).
- Failure to attribute/reference material appropriately.
- Referencing material that you haven’t been able to find. In this case, you should use secondary citation.
- Making up or altering data.

**Written dissertations should be uploaded to Blackboard in pdf format by the deadline.**

**A copy should also be emailed to the BPharm(Hons) coordinator. Before submitting the final dissertation, make sure you proof read and proof read again!**

DRAFT

## Proposed BPharm Honours Dissertation Rubric

*Adapted from*

*Haggerty, Coladarci et al (2011) "Honors Thesis Rubrics: A Step toward More Consistent and Valid Assessment in Honors", Journal of the National Collegiate Honors Council --Online Archive*

Scores align with grade banding

|   |               |          |                                    |
|---|---------------|----------|------------------------------------|
| 5 | 80% and above | A- to A+ | First class Honours                |
| 4 | 70%-79%       | B to B+  | Second class Honours (Division I)  |
| 3 | 60%-69%       | C+ to B- | Second class Honours (Division II) |
| 2 | 50%-59%       | C- to C  | Third class Honours                |
| 1 | <50%          | D to E   | No honours                         |

### 1. Research question/issue/creative challenge presented within academic framework

| Unsatisfactory   | Marginal | Satisfactory  |   | Outstanding |
|--|----------|---|---|-------------|
| 1  | 2        | 3   | 4 | 5           |
| <ul style="list-style-type: none"> <li>Research question/issue/creative challenge not identified, or inaccurately or inadequately represented</li> <li>Goals/objectives/hypotheses are vague or incomplete</li> <li>Historical context, assumptions/biases, and/or ethical considerations are lacking or underdeveloped</li> <li>Thesis not presented/inadequately presented within academic &amp;/or creative framework</li> <li>Thesis connection to appropriate local, national, global or civic issue(s) is lacking or underdeveloped</li> </ul> |          | <ul style="list-style-type: none"> <li>Research question/issue/creative challenge identified and summarized</li> <li>Goals/objectives/hypotheses are clear</li> <li>Historical context, assumptions/biases, and/or ethical considerations are present/developed</li> <li>Thesis presented within academic &amp;/or creative framework</li> <li>Thesis connection to appropriate local, national, global or civic issue(s) is present/developed</li> </ul> |   |             |
| Score: _____<br>Comments:  |          |   |   |             |

## 2. Methodology/approach appropriate to disciplinary/interdisciplinary focus

| Unsatisfactory  | Marginal | Satisfactory   |   | Outstanding |
|---|----------|--|---|-------------|
| 1   | 2        | 3  | 4 | 5           |
| <ul style="list-style-type: none"> <li>Methodology/approach missing, incomplete, insufficiently detailed, or inappropriate</li> <li>Procedures standard to the discipline are not followed consistently</li> <li>Relevant interdisciplinary considerations are underdeveloped or missing</li> <li>Topic minimally situated among sources and materials cited</li> </ul> |          | <ul style="list-style-type: none"> <li>Methodology/approach is appropriate and detailed</li> <li>Procedures standard to the discipline are followed consistently</li> <li>Relevant interdisciplinary considerations are displayed and developed</li> <li>Topic clearly contextualised among sources and materials cited</li> </ul> |   |             |
| Score: _____<br>Comments:   |          |  |   |             |

## 3. Supporting evidence &/or creative background

| Unsatisfactory  | Marginal | Satisfactory   |   | Outstanding |
|---|----------|--|---|-------------|
| 1   | 2        | 3  | 4 | 5           |
| <ul style="list-style-type: none"> <li>Evidence &amp;/or creative background inadequately discussed</li> <li>Evaluation, analysis, and synthesis are limited</li> <li>Evidential support for argument &amp;/or use of creative background is selective or inadequate</li> <li>Fact v. opinion not well distinguished; potential bias(es) are ignored or not recognized</li> <li>Perspectives are limited</li> </ul> |          | <ul style="list-style-type: none"> <li>Evidence &amp;/or creative background thoroughly and intelligently discussed</li> <li>Sufficiently evaluates, analyses, and synthesizes information &amp;/or creative background</li> <li>Amount and quality of evidence &amp;/or creative background is sufficient</li> <li>Evidence &amp;/or creative background used relevantly and accurately; potential bias(es) identified</li> <li>Multiple perspectives considered</li> </ul> |   |             |
| Score: _____<br>Comments:   |          |  |   |             |

#### 4. Conclusions, implications, and consequences

| Unsatisfactory  | Marginal | Satisfactory  |   | Outstanding |
|---|----------|---|---|-------------|
| 1   | 2        | 3   | 4 | 5           |
| <ul style="list-style-type: none"> <li>Conclusions, implications, and/or consequences lacking, or conclusions are loosely related to consequences or implications</li> <li>Significance of what was discovered, learned, or created is unclear</li> <li>Assertions are unqualified or unwarranted</li> <li>Appropriate connections to local, national, global or civic issue(s) are lacking; ramifications of work not discussed</li> </ul> |          | <ul style="list-style-type: none"> <li>Conclusions, qualifications, and consequences, including value of thesis, are presented and well developed</li> <li>Significance of what was discovered, learned or created is clear</li> <li>Assertions are qualified and well supported</li> <li>Connections to local, national, global, or civic issue(s) discussed; ramifications of work presented and discussed</li> </ul> |   |             |
| Score: _____<br>Comments:   |          |   |   |             |

#### 5. Writing

| Unsatisfactory   | Marginal | Satisfactory   |   | Outstanding |
|--|----------|--|---|-------------|
| 1  | 2        | 3  | 4 | 5           |
| <ul style="list-style-type: none"> <li>Language obscures meaning/unclear in places and/or lacks appropriate eloquence</li> <li>Grammatical, spelling, or punctuation errors are distracting or repeated</li> <li>Work is unfocused</li> <li>Organization is clumsy or mechanical</li> <li>Sources not cited or not used correctly</li> </ul> |          | <ul style="list-style-type: none"> <li>Language clearly and effectively communicates ideas and is appropriately nuanced and eloquent</li> <li>Writing errors are minimal</li> <li>Writing and organization are clearly focused</li> <li>Organization is clear and effective</li> <li>Sources and citations used correctly</li> </ul> |   |             |
| Score: _____<br>Comments:  |          |  |   |             |

| <b>Criterion</b>                        | <b>Score</b> |
|---|--------------|
| Question/issue/creative challenge       |              |
| Methodology/approach                    |              |
| Evidence/findings                       |              |
| Conclusions, implications, consequences |              |
| Writing                                 |              |
| <b>TOTAL</b>                            |              |

DRAFT

## Appendix 3: Supervisor's assessment of contribution

Ten percent of your final mark in this paper comes from your supervisor's assessment of your conduct during the research project.

### Proposed BPharm (Honours) Supervisors Assessment Rubric

*Adapted from*

*Haggerty, Coladarci et al (2011) "Honors Thesis Rubrics: A Step toward More Consistent and Valid Assessment in Honors", Journal of the National Collegiate Honors Council --Online Archive*

| Unsatisfactory  | Marginal | Satisfactory  |   | Outstanding |
|---|----------|---|---|-------------|
| 1   | 2        | 3   | 4 | 5           |
| <ul style="list-style-type: none"> <li>• Student often resisted reasonable feedback and/or failed to make suggested revisions</li> <li>• Student often failed to meet deadlines</li> <li>• Student often failed to work independently and/or required significant oversight</li> <li>• Student failed to maintain contact (e.g., regarding meetings and significant changes and/or progress on his or her project)</li> <li>• Student failed to react maturely to challenges and adversity</li> </ul> |          | <ul style="list-style-type: none"> <li>• Student was receptive to reasonable criticism and made revisions accordingly</li> <li>• Student consistently met deadlines</li> <li>• Student performed research/scholarship and wrote, revised, and edited with reasonable independence</li> <li>• Student maintained appropriate contact (e.g., regarding meetings and significant changes and/or progress on his or her project)</li> <li>• Student reacted maturely to challenges and adversity</li> </ul> |   |             |
| Score: _____<br>Comments:   |          |   |   |             |

## Appendix 4: Abstract and Poster Guidelines

You are required to present your research findings in the form of a scientific poster at the final symposium.

You are required to submit a short abstract in advance of the symposium which will be available as a booklet on the day of the presentations. This abstract can be the same as the one in your written report.

### 1. Abstract guidelines

The body of the abstract should be no more than 250 words.

The following sub-headings must be used:

- Background
- Objectives
- Methods
- Results
- Discussion

Referencing/results tables/figures are not necessary.

### 2. Poster presentation guidelines

The poster format should A1 in size and portrait in orientation.

#### *Design guide*

There is a template that produces an A1 presentation poster on BlackBoard. You can use it to create your research poster and save valuable time placing titles, subtitles, text, and graphics.

There is no prescribed colour theme or look for your poster. Please be as creative as you like.

***When you are ready to print your poster, save as a pdf and email to [pharmacy.research@otago.ac.nz](mailto:pharmacy.research@otago.ac.nz)***

#### **Quick start**

##### Zoom in and out

As you work on your poster zoom in and out to the level that is more comfortable to you. Go to VIEW > ZOOM.

##### Title, Authors, and Affiliations

Start designing your poster by adding the title, the names of the authors, and the affiliated institutions. You can type or paste text into the provided boxes. The template will automatically adjust the size of your text to fit the title box. You can manually override this feature and change the size of your text.

TIP: The font size of your title should be bigger than your name(s) and institution name(s).

##### Adding Logos / Seals



You can insert a logo by dragging and dropping it from your desktop, copy and paste or by going to INSERT > PICTURES. Logos taken from web sites are likely to be low quality when printed. Zoom it at 100% to see what the logo will look like on the final poster and make any necessary adjustments.

High quality School of Pharmacy logos will be available to download from BlackBoard

### Photographs / Graphics

You can add images by dragging and dropping from your desktop, copy and paste, or by going to INSERT > PICTURES. Resize images proportionally by holding down the SHIFT key and dragging one of the corner handles. For a professional-looking poster, do not distort your images by enlarging them disproportionately.

### Image Quality Check

Zoom in and look at your images at 100% magnification. If they look good they will print well.

### How to change the template color theme

You can easily change the color theme of your poster by going to the DESIGN menu, click on COLORS, and choose the color theme of your choice. You can also create your own color theme.

You can also manually change the color of your background by going to VIEW > SLIDE MASTER. After you finish working on the master be sure to go to VIEW > NORMAL to continue working on your poster.

### How to add Text

The template comes with a number of pre-formatted placeholders for headers and text blocks. You can add more blocks by copying and pasting the existing ones or by adding a text box from the HOME menu.

### Text size

Adjust the size of your text based on how much content you have to present. The default template text offers a good starting point.

### How to add Tables

To add a table from scratch go to the INSERT menu and click on TABLE. A drop-down box will help you select rows and columns. You can also copy and paste a table from Word or another PowerPoint document. A pasted table may need to be re-formatted by RIGHT-CLICK > FORMAT SHAPE, TEXT BOX, Margins.

### Graphs / Charts

You can simply copy and paste charts and graphs from Excel or Word. Some reformatting may be required depending on how the original document has been created.

### How to change the column configuration

RIGHT-CLICK on the poster background and select LAYOUT to see the column options available for this template. The poster columns can also be customized on the Master. VIEW > MASTER.

### Save your work

Save your template as a PowerPoint document. For printing, save as PowerPoint or "Print-quality" PDF.

### Proposed BPharm (Honours) Poster Assessment Rubric

| Criteria  | Poor | Fair | Good | Excellent | Outstanding |
|---|------|------|------|-----------|-------------|
| Research Question carefully constructed and clearly explained             | 1    | 2    | 3    | 4         | 5           |
| Research Plan or Methodology appropriate to project and clearly discussed | 1    | 2    | 3    | 4         | 5           |
| Project discussed in terms of other research                              | 1    | 2    | 3    | 4         | 5           |
| Implication of results appropriately discussed                            | 1    | 2    | 3    | 4         | 5           |
| Poster design and layout used effectively to present project results      | 1    | 2    | 3    | 4         | 5           |
| Questions answered clearly and concisely                                  |      |      |      |           |             |
| Score: _____  |      |      |      |           |             |
| Comments:   |      |      |      |           |             |

## Appendix 5: Presentations

The course involves 2 presentations

### Interim presentation

Interim presentations will be to an academic audience allow you to gain feedback on your project proposal and experimental design (and any preliminary results you may have).

These presentations will be given at special research seminar slots and will be attended by staff and students.

The talks will be 10 minutes plus 5 minutes for questions. A suggested 5-6 well-made PowerPoint slides should be sufficient.

A suggested format is

1. Introduction (what is my project about?)
2. Scientific question (why am I doing this/why is it important?)
3. Methods (what is my approach/how am I going to do it?)
4. Status (what I have I done so far?)
5. Future direction (what do I expect to find?)

### “Flash talk’ at the symposium

Your poster presentation at the symposium will be supported by a short ‘flash talk’ Flash talks are a great way to give an introduction to your work, and whet people’s appetite for your research.

Generally flash talks last for less than 3 minutes, and presenters are normally allowed one or 2 simple PowerPoint slides. There is no question and answer session after the presentation.

### Some tips for a great flash talk

#### 1. Keep it brief

Start by giving a very brief introduction that makes people understand why your work is interesting.

#### 2. Cover the basics

Answer the following questions:

- Why is it interesting?
- What is it about?
- How did you do it?
- Who was involved in the work?

### 3. Connect with the audience

For live events be sure to always look at the audience – don't lose eye contact. Keep scanning the room for the duration of your talk, and definitely do not turn your back to them.

### 4. Leave the audience asking for more

Try to build up the anticipation and attention of the people who are listening and watching—put out something you've investigated but don't tell them the whole story. You want to leave them hanging and intrigued enough to want to find out more at your poster.

### 5. Be dynamic

Your flash talk is going to be short so your audience will generally be paying attention to you. Build up to something where you clearly emphasise one or two points. Be enthusiastic – if you show that you're really into your science people will want to know more.

### 6. Avoid special effects

It is possible to make something visually memorable without going overboard on big special effects such as PowerPoint animations. If your science is good it doesn't need any fireworks.

### 7. Include your poster number

Definitely, definitely, definitely include your poster number during your flash talk! It will make it much easier for people to come and find you later on at the poster session.

### 8. Be a slide minimalist

As already mentioned, diagrams, graphs and images are great when you have only 1 or 2 slides at your disposal. Make sure though that there is a minimum of information on your slides to try to bring people into the main message – focus on the thing that you want them to remember.

### 9. Practise!

Like all talks, you need to practise beforehand! Even if you want to bring across that you're relaxed and everything is quite informal there is no way around it – you've got to practise to be prepared.

### 10. Stick to the time limit

Time limitations are extremely strict, and you will be moved off the stage when your time is up, Make sure you have condensed everything into the time provided, and don't go over or you may be stopped mid-sentence!

## Proposed BPharm (Honours) Flash Talk Rubric

*Adapted from*

[https://graduate.ouhsc.edu/Portals/1056/Assets/documents/GREAT/Flash%20Talk%20Judging%20Criteria\\_1-9-17.pdf?ver=2017-01-17-143054-243](https://graduate.ouhsc.edu/Portals/1056/Assets/documents/GREAT/Flash%20Talk%20Judging%20Criteria_1-9-17.pdf?ver=2017-01-17-143054-243)

| Criteria  | Poor | Fair | Good | Excellent | Outstanding |
|---|------|------|------|-----------|-------------|
| <b>Background and Research Question:</b><br>Did the presenter provide an understanding of background and clearly present research question?                   | 1    | 2    | 3    | 4         | 5           |
| <b>Results and Conclusion:</b><br>Did the presenter clearly describe results and conclusions? Did the presenter describe any societal impact?                 | 1    | 2    | 3    | 4         | 5           |
| <b>Quality of the presentation:</b><br>Was the presentation clear (No-Jargon), logical, and concise? Understood by a non-scientific audience? Stayed on time? | 1    | 2    | 3    | 4         | 5           |
| <b>Quality of the Presenter</b><br>Enthusiastic, good stage presence, confident   | 1    | 2    | 3    | 4         | 5           |
| <b>Quality of the Slides:</b><br>Were slides well organized, insightful, and attractive?  | 1    | 2    | 3    | 4         | 5           |
| Score: _____  |      |      |      |           |             |
| Comments:   |      |      |      |           |             |