

Professional Presentation (PP) Form

Type of presentation	Patient education Presentation to colleagues – audit	Presentation to colleagues – original research Presentation to colleagues – literature review	
Title of presentation			
Venue/meeting			
Assessment	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Audiovisual requirements Unable to assess	Commences session prior to organising and testing audiovisual requirements. Should ensure effective function prior to the session.	Plans and tests audiovisual requirements, presentation started without delay.	Incorporates a range of audiovisual methods into the session, each function well and are appropriately used.
Overview Unable to assess	Launches straight into content. An overview of the presentation would help participants to understand the aims and learning goals.	Introduces the purpose and proposed content of the session. For patient education, identifies learning goals.	Provides a comprehensive introduction and overview. For patient education, identifies learning goals for the session in a format meaningful to participants.
Planning Unable to assess	Spontaneously refers to various content. Addition planning needed to ensure the session is as informative as possible for participants.	Plans session well with appropriate methods used for delivering the material.	Comprehensively plans session. Aligns delivery methods specifically to participants' needs and content type.
Content Unable to assess	Provides fairly generic material not necessarily suitable to the participants' interests/needs. Content of the session could be devised better to meet needs.	Presents content of the session in an informative, logical order, providing an appropriate level of detail.	Delivers content that supports the overview/achievement of learning goals defined in the introduction. Amount and detail of content suited to the group needs.
Participant engagement Unable to assess	Approaches presentation in didactic manner. Questions and active participation by members of the group would help to engage them in the session content.	Engages and challenges participants using questions and/or activities further enhanced learning of content.	Structures session well to combine information provision with questions/discussion/activities that effectively engages participants to thoughtfully consider content.
Time management Unable to assess	Finishes session very early or late and covers content at a haphazard pace. Time management could be improved to ensure key messages were allocated a suitable amount of time.	Manages time effectively during the session. All content was delivered at appropriate pace.	Effectively and efficiently manages time, guiding participants through content with key messages reinforced appropriately.
Recommended resources Unable to assess	Refers only to material prepared. Additional resources to extend detail of information/encourage additional learning would be beneficial.	Provides additional information to participants to extend detail of information/encourage additional learning.	Provides/recommends a range of additional resources/references suitable to the variety of levels of interest demonstrated by participants.
Conclusion Unable to assess	Finishes session after last content. A conclusion to summarise key points from presentation and their application beyond the session should be included.	Acknowledges the most relevant aspects in concluding comments of the session and encourages immediate implementation of learning.	Concludes the session well prompting participants to reflect on key messages of the session and apply them accordingly in the future.

Feedback

What aspects of this assessment were performed well?

Areas upon which to concentrate further development.

OVERALL RATING

- 1 Trainee requires further instruction and strategies to improve presentation skills
(vast majority at Level 1)
- 2 Trainee would benefit from external guidance and more practice to further develop presentation skills
(majority at Level 1, some at Level 2)
- 3 Trainee can present similar sessions in the future, though refinement of most presentation skills is still required
(majority at Level 2)
- 4 Trainee can confidently present similar sessions in the future, refinement of a few specific skills would be ideal
(majority at Level 2, some at Level 3)
- 5 Trainee can confidently present similar sessions and could guide junior colleagues with their presentation skills
(vast majority at Level 3)

Comments:

Date of assessment			
Trainee name		College ID	
Trainee email		Signature	

Assessor name		FPM/ANZCA ID	
Assessor email		Signature	

Supervisor name		Signature	
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Professional Presentation (PP)

Instruction Sheet

A professional presentation (PP) gives the trainee an opportunity to demonstrate key competencies in relation to the scholar role within the pain medicine roles in practice. The professional presentation may be either an education session to patients or a community group or a presentation to colleagues of an audit, original research or a literature review related to pain medicine. The professional presentation is a good opportunity for a trainee to engage an external assessor and obtain guidance from a Fellow other than their current supervisor. Trainees are assessed on planning and preparation, teaching and overall conduct of the session.

Trainees are encouraged to use the professional presentation as an opportunity to develop knowledge and skills.

Conducting the assessment

1. The trainee will initiate a professional presentation by approaching a Fellow (assessor) and organising the assessor to attend at the scheduled time of the presentation and do the assessment.
2. The trainee provides the assessor with the professional presentation form.
3. The assessor observes the trainee during the professional presentation and considers the descriptor that best describes the trainee for each item, marking the descriptor and making notes on the assessment form during and/or immediately after the professional presentation.
4. Not all criteria may be applicable to be assessed during each professional presentation. In this situation the assessor should mark 'unable to assess' for that item.
5. Feedback is a crucial part of workplace based assessments, and should occur immediately following the professional presentation. It is expected to take 15-20 minutes and must be provided in a quiet room where the assessor and trainee can talk without being disturbed.
6. The assessor should encourage the trainee to reflect on their own performance. The assessor should then provide their perspective and provide written comments on the form to summarise the feedback discussed.
7. The assessor must determine the overall rating for the encounter.
8. Trainees may complete multiple assessments to a similar audience group to show improvement over time towards the achievement of an overall rating of four or five on an assessment.
9. The trainee and assessor discuss and agree to the next steps for development and the time-lines in which this should be completed – both sign the form.
10. The trainee is responsible for retaining the original professional presentation form in their learning portfolio and providing a copy to their supervisor of training/practice development stage supervisor.

Minimum requirements for core training and practice development stage reviews

- A minimum of one professional presentation is required for each of the core training and practice development stage reviews.

For further detailed information see *FPM Training Handbook* Sections 13.1 and 13.2