

Instructions and Scoring Rubric for Student Presentations

DMS 333 Obstetrics I

Kaiser Permanente School of Allied Health and Sciences
Winter 2021

Purpose: Provide each student the opportunity to:

1. Research an assigned topic related to obstetrical sonography which might be seen during the fetal exam.
2. Think more critically and reflect on current ARDMS objectives.
3. Become familiar with presenting sonographic information and utilizing research tools.

Presentations are a valuable way for students to share their knowledge and to improve their communication skills.

Timing: Presentations should last between 10-15 minutes with an additional 4-5 minutes for questions.

Instructions:

1. **Title:** Reflects the topic subject or disease process/aspect of the condition.
2. **Format:** Include student name, embryological journey or the embryologic development that occurred, the presentation that occurs at different gestational ages, a discussion on sonographic parameters, how related anatomy is important to this topic.
3. **Discussion:** should be rich enough to “educate” classmates about clinically-relevant aspects of the topic, as well as inform about sonographic criteria pertinent to their learning experience.
4. **References:** Include a minimum of 4-6 references. Can be textbooks, original peer reviewed articles, reputable websites, etc. (you must include journal articles/text books, not just websites- See Presentation Guidelines).

Presentation authors should submit with their presentation for distribution, a handout or outline which summarize the main points of their presentation. This is extremely helpful for the class in following the main points of the presentation and for referring back to the information at a later time.

This exercise is designed to build presentation skills, so a quarter of your points will be earned for this skill set. Try to understand your topic and what you plan on relaying to minimize reading from your computer or cards. Speak to your audience and engage them, instead of reading at them. Make eye contact and read your crowd to better appreciate

when your concepts are easily being understood, or if members of your audience need more clarification.

As a presenter of this topic you will research, you become the expert. Your peers are relying on accurate information being presented in the correct vocabulary and grammar which can easily be understood. If there are concepts or words you are unsure about, seek help prior to the day of your presentation. Your mastery of this topic will help not only you, but also the participants you are educating.

Creating an outline which will help your peers follow along will also help with organization. Create a logical flow that builds from a foundation for more concepts to be added on ie; What do biochemical assay's do? Why are they important? Who should get them? How do they apply to our patients? Which ones should we utilize with our sonographic exams?

Visual aids especially in an imaging field such as sonography are often wonderful ways to explain a good amount of detail, without being too wordy. Video clips are readily found online containing most if not all the concepts we are learning together. Short to the point examples often engaging to participants.

Learning is enhanced when it is more like a team effort rather than a solo race. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understandings, which is an environment that can foster better technical skills and competent sonographers.

Good luck, and I really look forward to learning from each of you!

Scoring Rubric for Oral Student Presentations:
DMS 333 Obstetrics 1
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PRESENCE	4	3	2	1	0	
-body language & eye contact						
-contact with your peers						
-poise						
-physical organization						
LANGUAGE SKILLS	4	3	2	1	0	
-correct usage						
-appropriate vocabulary and grammar						
-understandable (rhythm, intonation)						
-spoken loud enough to hear easily						
ORGANIZATION	4	3	2	1	0	
-clear objectives						
-logical structure						
-slides easy to read						
MASTERY OF THE SUBJECT	5	4	3	2	1	0
-coverage of the content						
-depth of commentary						
-spoken, not read						
-able to answer questions from peers						
VISUAL AIDS	4	3	2	1	0	
-transparencies, slides						
-handouts						
-audio, video, etc.						
-handouts-referenced appropriately						
OVERALL IMPRESSION	4	3	2	1	0	
-very interesting / very boring						
-pleasant / unpleasant to listen to						
-very good / poor communication						

TOTAL SCORE _____

Comments: