

Graduate Student Seminars in Pharmaceutical Sciences SRM3333 (MSc) & SRD4444 (PhD)

Course Description:

This required course involves attendance, presentation, and chairing seminars within the Biomolecular Sciences (BMS) or Clinical, Social and Administrative Pharmaceutical Sciences (CSAP) fields. The course serves as a platform for the dissemination and discussion of current research underway by graduate students in the Department of Pharmaceutical Sciences.

| Field ¹ | SubGroup ² | Coordinator | Participant PIs | Number of Trainees | Course Support |
|--------------------|-----------------------|--|--|--------------------|--|
| BMS | A | Pardee, K | Angers Allen Chalikian Kotra Pardee Piquette-Miller Zhao | 24 | Delphine Zheng luyan.zheng@utoronto.ca |
| BMS | B | Cummins, CL | Cummins Harding Henderson Hubbard Kelley Sage Weaver Wells Wu Zheng | 25 | Sitra Mohamed Sitra.mohamed@utoronto.ca |
| BMS | C | Corson, T | Bendayan Bonin Corson Labouta Lee Li Pang Reilly Utrecht | 29 | Sitra Mohamed Sitra.mohamed@utoronto.ca |
| CSAP | HSPR/CR | DeAngelis, C and Grootendorst, P | Austin Battistella Boon Burry Cadarette Chit Crown DeAngelis Dolovich Dupuis Gomes Grootendorst Guilcher Kohler Lake Mamdani McCarthy Papadimitropoulos Seto Sproule Steenhof Swidrovich Taddio Tadrous Thompson Wong | 33 | Delphine Zheng luyan.zheng@utoronto.ca |

¹BMS, Biomolecular Sciences; CSAP, Clinical Social and Administrative Pharmacy

²CR, Clinical Research; HSPR, Health Services and Policy Research

Course Objectives:

- Promote awareness and understanding of the work undertaken by different research groups within the Biomolecular sciences (BMS) or Clinical, Social and Administrative Pharmaceutical (CSAP) sciences
- Provide opportunity for interaction and collaboration among graduate students and faculty members
- Provide students with an opportunity to organize and present their research, enhance oral communication skills, develop their ability to defend their ideas in a public forum; and the opportunity to give and receive feedback.
- Provide students the opportunity to act as the Chair of the session, gain experience introducing a speaker and moderating the question period.

Course Requirements:

Course requirements are summarized in Table 1.

Table 1. Minimum requirements each* academic year enrolled in the graduate program

| Seminar Type and Expectations | Graduate Student Status | |
|---------------------------------|-------------------------|----------------|
| | Full-time (FT) | Part-time (PT) |
| 1. Departmental Seminars | | |
| • attendance minimum** | 8 | 4 |
| 2. Student Seminars | | |
| • attendance minimum*** | 8 | 4 |
| • chair | 1 | 1 |
| • present | 1 | 1 |

**students must present each year they are enrolled in the graduate program unless they have booked their final oral defense before the final date to submit their thesis for the fall (September 30, 2025).*

***half of the Departmental seminar quota (4 FT, 2 PT) may be through attendance of sanctioned external seminars (i.e., PRIME, CPO, WHO, etc..).*

****Attendance will be tracked by the course coordinator – students are required to stay the whole length of the seminar and fill in the course evaluation forms.*

Remediation:

Any absence from student seminars must be communicated to the student sub-group course coordinator in advance. If the student will not be able to fulfill the requirement to attend 8 sessions within their own sub-group (4 for PT students), they can make-up the absence by attending an alternate student seminar sub-group but must let both co-coordinators know by email and submit a summary of the talks to their own co-ordinator as a make-up assignment. If a student's presentation is deemed unacceptable by the coordinator, they will be asked to repeat in another session.

Student Seminar Presentation Format:

Each student will be allotted a maximum of 30 minutes*

- Presentation:** 18 to 20** min, timed by the chair (students in first year should give only a 10 min presentation).
- Questions and discussions:** ~10 minutes

**it is imperative that presentations are well rehearsed and timed within the maximum time allotted, and that chairs and presenters test slides prior to the beginning of each seminar*

Style and Content:

- Similar in style and content to those commonly given at scientific meetings
 - title, disclosures (if applicable), background, rationale, methods, results, discussion, conclusions, and significance
- Slides
 - avoid unnecessary acronyms or detail that requires expert knowledge on the part of the audience
 - clear and understandable on standard laptop (virtual presentations) and from the back of the room (in person presentations)

Responsibilities of Presenting Students:

- Prepare and submit a biography and presentation abstract
 - Please see bio and abstract template at the end of this document
 - Submit to course support (who will post on Quercus) minimum 1 week prior to presentation

2. Arrive 15 minutes early to seminar room on presentation date to troubleshoot / ensure all is in working order
3. Give 18 to 20-minute presentation suitable for everyone in the audience
 - The story should be intelligible to everyone present, especially those not working in the field
 - Seminars should be prepared with care and rehearsed to ensure that they are clear and properly timed within the maximum allotted time.
 - First year students should give 10 minute presentations.
4. Answer questions from the audience related to your presentation

Responsibilities of Student Chairs:

1. Arrive 15 min before the start of the seminar to ensure that everything is in order, e.g.,
 - On-line: no technology issues (contact course support if an issue is found).
 - In person:
 - room is organized, tidy and chairs are facing the screen
 - upload slides and ensure functionality
 - computer and projector work
2. Introduce the speaker, giving a brief biography (read the bio provided by presenter, or shorten if lengthy)
3. Ensure that the speaker keeps within the designated time limit
 - If the speaker is not adhering to time, the chair needs to signal to them to wrap up.
4. Encourage and moderate the discussion
 - give students first priority for asking questions
 - have questions ready for the speaker in the event that nothing is forthcoming from the audience
 - end the discussion at or before the maximum 30 minute mark
5. Remind students to complete the Evaluation Form for each speaker

Student Seminar Evaluation:

All students will provide written feedback to peers by completing the evaluation form for each student presenter in **Quercus**.

| | Poor | | | Superb | | |
|---|------|---|---|--------|---|--|
| 1. Presenter provided sufficient background. | 1 | 2 | 3 | 4 | 5 | |
| 2. Presenter explained why the subject matter is important. | 1 | 2 | 3 | 4 | 5 | |
| 3. Presenter explained research objectives and methods. | 1 | 2 | 3 | 4 | 5 | |
| 4. Results (<i>or planned analyses if proposal stage</i>) were summarized clearly for a general audience. | 1 | 2 | 3 | 4 | 5 | |
| 5. Visuals were clear and easy to see. | 1 | 2 | 3 | 4 | 5 | |
| 6. Presentation length was appropriate for the allotted time. | 1 | 2 | 3 | 4 | 5 | |
| 7. Presenter spoke clearly at an appropriate volume and pace. | 1 | 2 | 3 | 4 | 5 | |
| 8. Presenter answered questions directly. | 1 | 2 | 3 | 4 | 5 | |
| 9. You learned something from the talk. | 1 | 2 | 3 | 4 | 5 | |
| 10. Overall, the presentation was... | 1 | 2 | 3 | 4 | 5 | |

Specific Comments:

Results from the evaluation forms are used to

- Provide feedback to student presenters to share and discuss with their supervisor(s), and
- Inform selection of the GRIP seminar award winners

In addition to providing feedback to students, **the evaluation forms are required to receive credit** for attendance in each seminar! Please refer to Table 1 for minimum attendance requirements for each academic year.

Students will also receive informal feedback from faculty in attendance directly after the seminar and should plan to stay for this.

Presenter Bio and Abstract Template

Presenting Author Information:

Name: <name of graduate student presenting the research>

Level: <indicate either: MSc Student, PhD Student or PhD candidate*>

Supervisor(s): <name(s) of graduate student supervisor(s)>

Advisory Committee Members(s): <name(s) of advisory committee member(s)>

*PhD candidate is used when your qualifying or transfer exam is complete, and you have completed the minimum number of required courses and the minimum number of GRIP presentations (NB: there is no such thing as “MSc candidate”)

Brief Presenter Bio

This is not a life history but please do mention topics below using freeform text in a style that the chair can read:

- Training history (e.g., prior earned degrees and location)
- Prior or current relevant work experience
- Current graduate training awards / honours

Word count: xxx (max 100)

Compose your abstract using Arial size 9 font, single line spacing and the format provided below

Structured Abstract

Title: <Title Case and **BOLD** Font>

BACKGROUND: (capitalize & bold heading, regular non-bolded text for body)

METHODS: (capitalize & bold heading, regular non-bolded text for body)

RESULTS: (capitalize & bold heading, regular non-bolded text for body)

CONCLUSION: (capitalize & bold heading, regular non-bolded text for body)

Word count: xxx (max 300)

Funding Source: *this relates to funding of the research, training awards are to be included under the bio section*