PHA5214: Advanced Topics in Community Pharmacy Practice

Fall 2018

2 Credit Hours – [A-E Grading]

To succeed in community pharmacy practice, pharmacists must develop skills to understand the importance of entrepreneurial activities, sales and marketing, personnel management, and best practices to meet the needs of the institution, its stakeholders and most importantly, its patient’s. This course will introduce advanced community pharmacy principles such as entrepreneurship, sales and marketing, personnel management, and communicating to key stakeholders through the study of innovative community pharmacy practice models. Students will work through these concepts using synchronous and asynchronous discussions, situational based narratives, and dialogue with affluent trailblazers.

Teaching Partnership Leader

Stacey D. Curtis, PharmD Email:
- Email: scurtis@cop.ufl.edu
- Office: HPNP 3302
- Phone: (352) 273-6232
- Office Hours: By Appointment

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Guest Lecturers

- Joe Burghardt, PharmBS
- Amber Connelly, PharmD
- Allen Deaver, PharmBS
- Anthony Menezes, PharmD
- Lorraine Mobley, PharmBS
- Patty Taddei-Allen, PharmD
Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. EPA C2. Recommend solutions to needs in the medication use system and the healthcare system.
2. EPA D1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
3. EPA D2. Exhibit commitment to patients and the community by serving as an advocate and leader.
5. EPA E1. Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.
6. EPA E2. Assist patients and caregivers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their healthcare needs. (Requires utilization of knowledge of private and public health insurance options)

Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Classify the elements of entrepreneurship and entrepreneurial processes.
2. Recognize the importance of entrepreneurship in community.
3. Construct a pharmacy business model canvas
4. Translate entrepreneurial characteristics to daily business practices of a community pharmacy.
5. List pros and cons of niche markets.
6. Analyze possible niche markets in a given region and explain its value to a small pharmacy.
7. Employ key concepts and best practices for workflow in a community pharmacy.
8. Direct patients to local and state patient assistance programs to assist with the purchase of their medications.
9. Describe the benefits of joining local and state pharmacy organizations.

Course Pre-requisites

1. PHA5700: Personal and Professional Development I
2. PHA5701C: Personal and Professional Development II

Course Co-requisites

None
# Course Outline

Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Mod#</th>
<th>Unit Topic</th>
<th>Contact Time [hr.]</th>
<th>Author</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td><strong>Module 1: Entrepreneurship</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/4 (T)</td>
<td>1.1</td>
<td>Watch: Welcome Video</td>
<td>0</td>
<td>Stacey Curtis</td>
<td></td>
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<tr>
<td>12/4 (T)</td>
<td>1.2</td>
<td>Watch: Elements of Pharmacy Business Models</td>
<td>0.5 Stacey Curtis</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>12/4 (T)</td>
<td>1.3</td>
<td>Watch: Group Project Instructions</td>
<td>0.5 Stacey Curtis</td>
<td>1-8</td>
<td></td>
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<tr>
<td>12/4 (T)</td>
<td>1.4</td>
<td>Watch: Eight Slide Pitch Deck</td>
<td>0.25 Stacey Curtis</td>
<td>1-3</td>
<td></td>
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<tr>
<td>12/4 (T)</td>
<td>1.5</td>
<td>Watch: Owning versus Managing a pharmacy</td>
<td>1 Deaver</td>
<td>5-7</td>
<td></td>
</tr>
<tr>
<td>12/4 (T)</td>
<td>1.6</td>
<td>Watch: How I ended up owning a drug store</td>
<td>1 Deaver</td>
<td>1-7</td>
<td></td>
</tr>
<tr>
<td>12/4 (T)</td>
<td>1.7</td>
<td>Watch: Sales</td>
<td>0.5 Rhodes</td>
<td>6-7</td>
<td></td>
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<tr>
<td>12/4 (T)</td>
<td>1.8</td>
<td>Watch: Marketing</td>
<td>0.75 Deaver</td>
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<tr>
<td>12/4 (T)</td>
<td>1</td>
<td>Watch: Intrapreneurship vs Entrepreneurship</td>
<td>0.5 Stacey Curtis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12/4 (T)</td>
<td>1</td>
<td>Watch: Intrapreneur vs Entrepreneur</td>
<td>0.5 Stacey Curtis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12/5 (W)</td>
<td>1</td>
<td>Watch: The Pharmacy of the Future? Personalized pills, 3D printed at home</td>
<td>0.2 Stacey Curtis</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td>12/5 (W)</td>
<td>1</td>
<td>Read: Chapter 31: Innovation and Entrepreneurship (See PDF)</td>
<td>1.5 Stacey Curtis</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td><strong>12/5 (W)</strong></td>
<td>1</td>
<td><strong>Active Learning Session 1: Panel interviewing and Create site visit interview guide</strong></td>
<td>2 Stacey Curtis</td>
<td>1-9</td>
<td></td>
</tr>
<tr>
<td><strong>Zoom 2:15pm-4:05pm</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>12/5 (W) Due at 11:59pm</strong></td>
<td>1</td>
<td>Team formations Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12/6 (Th) JAX Campus 8:00am-11:00am</strong></td>
<td>1</td>
<td>Site Visit: Panama Pharmacy --See Appendix B for Details (3 hours)</td>
<td>3 Stacey Curtis</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td><strong>12/6 (Th) All Campuses 2:15pm-4:05pm</strong></td>
<td>1</td>
<td><strong>Active Learning Session 2: Escape Room (Business Model Canvas)</strong></td>
<td>2 Stacey Curtis</td>
<td>1-9</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Module</td>
<td>Textbook References</td>
<td>Instructor</td>
<td>Duration</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>12/6 (Th)</td>
<td>All Campuses 2:15pm-4:05pm In-class Quiz 1</td>
<td>1</td>
<td></td>
<td>Stacey Curtis</td>
<td>1-9</td>
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<tr>
<td>12/7 (F)</td>
<td>GNV Campus 8:00am-11:00am Site Visit: Baya Group --See Appendix B for Details (3 hours)</td>
<td>1</td>
<td></td>
<td>Stacey Curtis</td>
<td>1-6</td>
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<tr>
<td></td>
<td>Week 2 Module 2: Niche Markets</td>
<td>2</td>
<td></td>
<td>Stacey Curtis</td>
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<tr>
<td>12/7 (F)</td>
<td>Watch: Niche Markets</td>
<td>2.1</td>
<td></td>
<td>Burghardt</td>
<td>1-6</td>
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<tr>
<td>12/7 (F)</td>
<td>Watch: Compounding</td>
<td>2.2</td>
<td>0.5</td>
<td>Menezes</td>
<td>1-6</td>
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<tr>
<td>12/7 (F)</td>
<td>Watch: Immunizations</td>
<td>2.3</td>
<td>0.5</td>
<td>Taddei-Allen</td>
<td>1-6</td>
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<tr>
<td>12/7 (F)</td>
<td>Watch: MTM Part 1</td>
<td>2.4</td>
<td>0.25</td>
<td>Connelly</td>
<td>1-6</td>
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<tr>
<td>12/10 (M)</td>
<td>Watch: MTM Part 2</td>
<td>2.5</td>
<td>0.2</td>
<td>Connelly</td>
<td>1-6</td>
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<tr>
<td>12/10 (M)</td>
<td>Watch: Compounding Vet Meds</td>
<td>2.6</td>
<td>0.5</td>
<td>Deaver</td>
<td>1-6</td>
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<tr>
<td>12/10 (M)</td>
<td>Watch: Infusion</td>
<td>2.7</td>
<td>0.2</td>
<td>Mobley</td>
<td>1-6</td>
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<tr>
<td>12/10 (M)</td>
<td>Watch: Becoming a specialty pharmacy (e.g. HIV or Transplant)</td>
<td>2.8</td>
<td>0.25</td>
<td>Taddei-Allen</td>
<td>1-6</td>
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<tr>
<td>12/10 (M)</td>
<td>Read: Chapter 26: Value-Added Services as a Component of Enhancing Pharmacists' Roles in Public Health</td>
<td>2</td>
<td>1.5</td>
<td>Stacey Curtis</td>
<td>1-6</td>
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<tr>
<td>12/10 (M)</td>
<td>Read: Chapter 27: Implementing value-added pharmacy services</td>
<td>2</td>
<td>1.5</td>
<td>Stacey Curtis</td>
<td>1-6</td>
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<tr>
<td>12/10 (M)</td>
<td>Patient Centered Care Business Model – Submit in Canvas</td>
<td>1</td>
<td></td>
<td>Stacey Curtis</td>
<td></td>
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<tr>
<td>12/11 (T)</td>
<td>ORL Campus 8:00am-11:00am Site Visit: Taylors Group --See Appendix B for Details (3 hours)</td>
<td>1</td>
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<td>Stacey Curtis</td>
<td>1-6</td>
</tr>
<tr>
<td>12/11 (T)</td>
<td>All Campuses 2:15pm-4:05pm Active Learning Session 3: Thank you cards, and SwampTank presentation review</td>
<td>1</td>
<td></td>
<td>Stacey Curtis</td>
<td>1-9</td>
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<tr>
<td>12/11 (T)</td>
<td>All Campuses 2:15pm-4:05pm In-class Quiz 2</td>
<td>1</td>
<td></td>
<td>Stacey Curtis</td>
<td>1-9</td>
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<td></td>
<td>Week 2 Module 3: Best Practices</td>
<td>3</td>
<td></td>
<td>Stacey Curtis</td>
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<td>12/12 (W)</td>
<td>Watch: Being Involved in Pharmacy Organizations</td>
<td>3.1</td>
<td>0.2</td>
<td>Stacey Curtis</td>
<td>7-9</td>
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<td>12/12 (W)</td>
<td>Watch: Being a Patient Advocate</td>
<td>3.2</td>
<td>0.5</td>
<td>Heather C Hardin</td>
<td>7-9</td>
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<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td>Instructor</td>
<td>Notes</td>
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<tr>
<td>12/12 (W)</td>
<td>3.3</td>
<td>Watch: Paying for Prescriptions</td>
<td>Taddei-Allen</td>
<td>7-9</td>
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<tr>
<td>12/12 (W)</td>
<td>3.4</td>
<td>Watch: Best Practice Experiences</td>
<td>Stacey Curtis</td>
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<td>12/12 (W)</td>
<td></td>
<td>PowerPoint Assignment – Submit in Canvas</td>
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<tr>
<td>12/13 (Th)</td>
<td>1-2</td>
<td>Active Learning Session 4: SwampTank™ Team Presentations of Group Projects</td>
<td>Stacey Curtis</td>
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<tr>
<td>12/14 (F)</td>
<td>3</td>
<td>Open Book Quiz at Home</td>
<td>Stacey Curtis</td>
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Total Contact Hours in Course: 30

### Required Textbooks/Readings


- **Available on Libraries through VPN (no purchase necessary):** Advancing Pharmacy through Entrepreneurial Leadership (Journal Article)

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL: http://www.library.health.ufl.edu/

### Suggested Textbooks/Readings

None

### Other Required Learning Resources

None

### Materials & Supplies Fees

None
Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>In Class Quizzes (2 @ 10% ea.)</td>
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<tr>
<td>Out of Class Quiz Open Book (1)</td>
<td>5%</td>
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<td>Field Trip Participation: Behavioral Based Interview (1) - Appendix B</td>
<td>10%</td>
</tr>
<tr>
<td>Zoom Participation (1) – Appendix C</td>
<td>5%</td>
</tr>
<tr>
<td>In-class Participation (2 @ 5% ea.) - Appendix C</td>
<td>10%</td>
</tr>
<tr>
<td>Team Photo (1)</td>
<td>2%</td>
</tr>
<tr>
<td>Group Project (1) - Appendix D</td>
<td>38%</td>
</tr>
<tr>
<td>Team Peer Evaluations (5 @ 2% ea.) – Appendix E</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Table 1. Grading Scale

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<th>Percentage Range</th>
<th>Letter Grade</th>
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<tr>
<td>92.50-100%</td>
<td>A</td>
</tr>
<tr>
<td>89.50-92.49%</td>
<td>A-</td>
</tr>
<tr>
<td>86.50-89.49%</td>
<td>B+</td>
</tr>
<tr>
<td>82.50-86.49%</td>
<td>B</td>
</tr>
<tr>
<td>79.50-82.49%</td>
<td>B-</td>
</tr>
<tr>
<td>76.50-79.49%</td>
<td>C+</td>
</tr>
<tr>
<td>72.50-76.49%</td>
<td>C</td>
</tr>
<tr>
<td>69.50-72.49%</td>
<td>C-</td>
</tr>
<tr>
<td>66.50-69.49%</td>
<td>D+</td>
</tr>
<tr>
<td>62.50-66.49%</td>
<td>D</td>
</tr>
<tr>
<td>59.50-62.49%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 59.50%</td>
<td>E</td>
</tr>
</tbody>
</table>

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and **NO EXCEPTIONS** will be made in situations where a student’s grade is “close.”

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/
Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/
Appendix A. Course Directory

Teaching Partnership Leader/Course Director:
Stacey D. Curtis, PharmD
Email: scurtis@cop.ufl.edu
Office: HPNP 3302
Phone: (352) 273-6232

Questions to Ask:
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Academic Coordinator:
Holly Fremen
Email: holly.fremen@cop.ufl.edu
Office: HPNP 4312
Phone: 352-273-5558
Submit: Absence/Tardy Request

Educational Coordinators:
McKenzie Wallen
Email: mwallen@cop.ufl.edu
Office: Jacksonville Campus
Victoria Savosh
Email: vsavosh@cop.ufl.edu
Office: Orlando Campus

Questions to Ask:
- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of SoFTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)
Appendix B. Site Visit

Purpose:
The purpose of the site visit is to give students in the course a glimpse into one of three established independent community pharmacies owned by a UF alumni. The visit will be scheduled during the first week of class and is a required portion of the class curriculum. During the visit, the student will tour the facility, learn how the owner built the business, and be exposed to the crucial characteristics pivotal to advanced community practices specific to the site.

Sites/Faculty Head:
- Jacksonville: Panama Pharmacy
- Orlando: Taylor’s Pharmacy
- Gainesville: Baya Pharmacy

Agenda:
Students will meet faculty head at specified location on site to begin meet/greet, short tour, and Q&A/discussion.

Hour 1: Focus on entrepreneurship
- Interview with the Pharmacist
  - History of how he became interested in your area and started as an entrepreneur
  - Useful characteristics that the pharmacist possesses crucial to entrepreneurship
  - Behavioral interviewing techniques (e.g. “Tell me about a time where ...”)
  - Tips/tricks/suggestions

Hour 2: Focus on sales/marketing/personnel
- Explanation of site specifics and the pharmacists niche market
- Brief synopsis of special services offered (e.g. patient assistance programs, immunizations, MTM, chronic disease state management, specialty) from their point of view
- Short tour of facility
  - Meet/greet/shadow relevant pharmacy personnel
  - Explanation of all relevant workflow from pharmacist point of view
- Explanation of how the pharmacist schedules personnel
- Explanation of personnel training

Hour 3: Focus on best pharmacy practices
- Q&A session with preceptor and students
- Pharmacist offers “pearls of wisdom”
Appendix C. Rubric for Assessing Student Participation in Class

Grade Determination:
Satisfactory = 6 Points with a score of “Proficient” in 2 of the 3 areas.
Unsatisfactory = 5 or less points

<table>
<thead>
<tr>
<th>Frequency of participation in class and quality of comments</th>
<th>Exemplary (Score = 2.5)</th>
<th>Proficient (Score = 2)</th>
<th>Developing (Score = 1.5)</th>
<th>Beginning (Score = 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student initiates contributions more than once in each recitation. Comments always insightful &amp; constructive; uses appropriate terminology. Comments balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions.</td>
<td>Student initiates contribution once in each recitation. Comments mostly insightful &amp; constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.</td>
<td>Student initiates contribution at least in half of the recitations. Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.</td>
<td>Student does not initiate contribution &amp; needs instructor to solicit input. Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion &amp; personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.</td>
<td></td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say and contributes to the dialogue.</td>
<td>Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect &amp; build on others’ remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.</td>
<td>Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.</td>
<td></td>
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</table>

Total (5 points)
## Appendix D. Group Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 10</th>
<th>Accomplished 7</th>
<th>Developing 5</th>
<th>Beginning 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information presented in logical, interesting sequence, is accurate and very comprehensive</td>
<td>Information in logical sequence, is accurate and comprehensive</td>
<td>Difficult to follow presentation--student jumps around or material; is either not accurate or not comprehensive</td>
<td>Cannot understand presentation; content is not accurate and not comprehensive</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Demonstrates full knowledge by answering all questions with explanations and elaborations</td>
<td>At ease with expected answers to questions but does not elaborate</td>
<td>Uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Does not have a grasp of the information. Cannot answer questions about subject</td>
</tr>
<tr>
<td><strong>Visual Aid</strong></td>
<td>Follow 8 slide pitch deck format. Sufficient but not overwhelming detail. Adds to presentation meaningfully</td>
<td>Relate to text and presentation, lacks sufficient detail or overwhelming amount of detail</td>
<td>Visual aid rarely supports presentation</td>
<td>Visual aid distracts from presentation</td>
</tr>
<tr>
<td><strong>Business Model</strong></td>
<td>All elements of the business model are present. Each area includes relevant information. Organization of information is appropriate.</td>
<td>Most elements of the business model are present. Most of the information is relevant and organized correctly.</td>
<td>Some elements of the business model are present. Mostly irrelevant and inaccurate information that is organized correctly.</td>
<td>Business model does not include relevant information and is organized incorrectly</td>
</tr>
<tr>
<td><strong>Oral Presentation /Eye Contact</strong></td>
<td>Maintains eye contact and pronounces all terms precisely. All audience members can hear. Meets time requirements</td>
<td>Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation. Meets time requirements</td>
<td>Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing. May or may not meet time requirements</td>
<td>Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly. Does not meet time requirements</td>
</tr>
<tr>
<td><strong>Total Points (50 points)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>
Appendix E. Team Peer Project Evaluation

TEAM #

1. What is the one thing that you learned from this presentation?

2. What is one thing the group did exceptionally well?

3. What is one suggestion for improvement for future presentations?

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (clear and concise, details, and appropriate for patient care)</td>
<td></td>
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<tr>
<td>Organization (easy to follow)</td>
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<tr>
<td>Overall Delivery (eye contact, clarity of speech, body language, all members well-prepared)</td>
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</tbody>
</table>