Presentation Skills for Residents in internal medicine

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This morning …

☐ A lecture on lecturing

☐ Workshop on aspects of clinical teaching

Why should residents learn how to teach?

☐ Because they *do*

☐ Creates a positive learning environment

☐ Communicates a sense of enthusiasm

☐ Influence students' career decisions & attitudes

☐ Residents who teach well learn more

☐ Programs to improve residents' teaching 'work'

    ☐ …skilled resident teachers aid near-peer learning

    ☐ …programs to improve resident teaching skills, do so

Why should internal medicine physicians learn how to teach?

☐ You *will* be teaching …

☐ Patients

☐ Peers

☐ Learners (students, junior trainees)

☐ Other health professionals

☐ To teach is to learn …

☐ Internists have depth & breadth, can approach undifferentiated problems

☐ Parallels between teaching & diagnostic reasoning

Dandavino et al, Med Teacher, 2007
Career paths in medical education

"In a lecture given by a brilliant scholar with an outstanding topic and a highly competent audience, 10% of the audience displayed signs of *inattention* within 15 minutes. After 18 minutes, 1/3 of the audience and 10% of the platform guests were *fidgeting*. At 35 minutes everyone was *inattentive*. At 45 minutes *trance* was more noticeable than fidgeting; and at 47 minutes some were *asleep* and at least one was reading a newspaper. A casual check 24 hours later revealed that the audience *recalled only insignificant details*, and these were generally *wrong.*

Frost, 1965

In what context do *you* give presentations?

☐

☐

☐

☐

☐

What problems do *you* perceive with being a 'lecturer'?

☐

☐

☐

☐

Goals

☐   Define the characteristics and structure of a lecture, and apply it to your own presentations;

☐   List the indications for interactive strategies and discuss
how to integrate them in your lectures;

☐   Use the rules of good audiovisual presentations to produce effective visual aids.

1. Lectures

Applies to:
- Formal lectures
- Grand rounds
- Case presentations
- Clinical vignettes
- Research presentations
- '10 minute papers'
- …..

Think about a recent lecture you attended . . .

What made it effective (or ineffective)?

Or

What made you learn
(or prevented you from learning)?

Write it down

Principles of adult learning – theory to practice

Learning is improved if it …

☐ is *learner – centred*

☐ uses *active learning*

☐ is *problem-based*

☐ is *applicable*

☐ *feedback* is given to the learners

☐ uses *experience* of learner

How does this apply to lectures?

Learner-centred: assess learner needs; be relevant

Active learning: interactivity
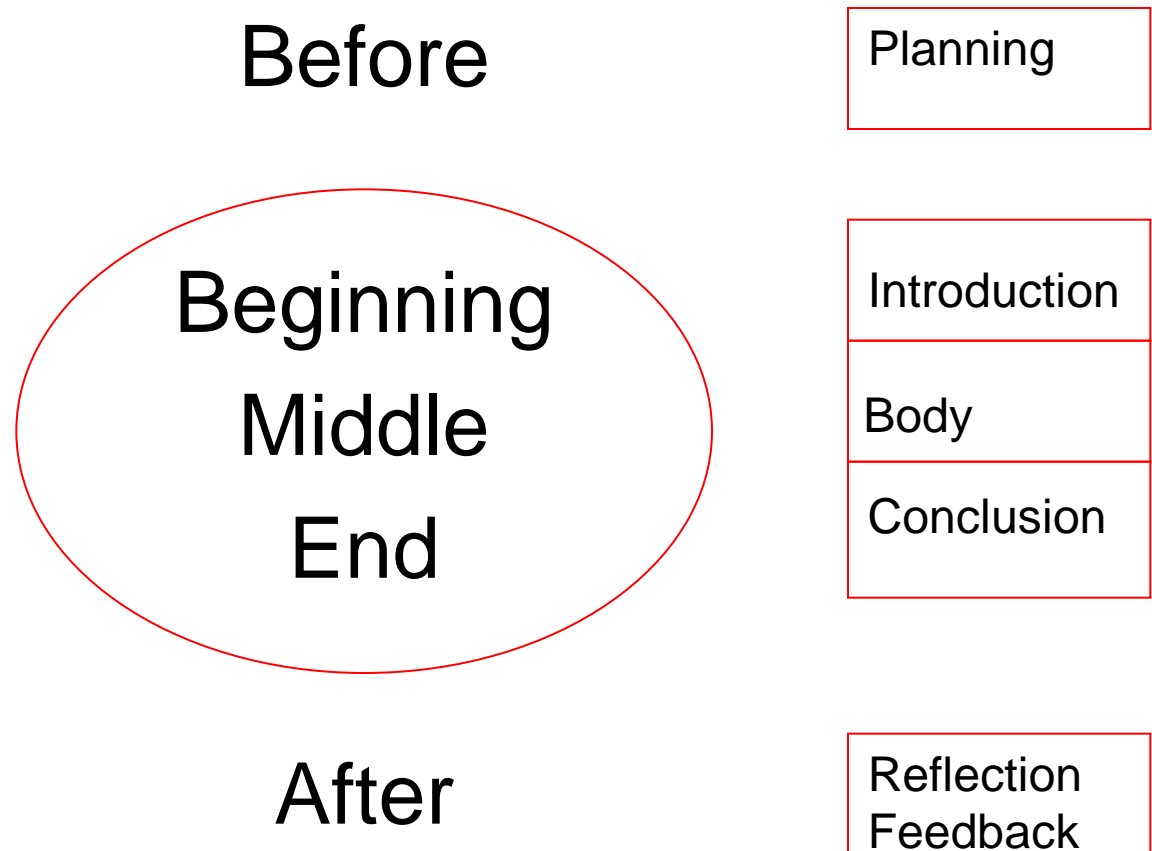
Problem-based: use real cases

Applicable: can be used in clinical context of learner

Feedback: tells learner what they have learned and what is left to learn

Experience of learner: start where they are; build a framework
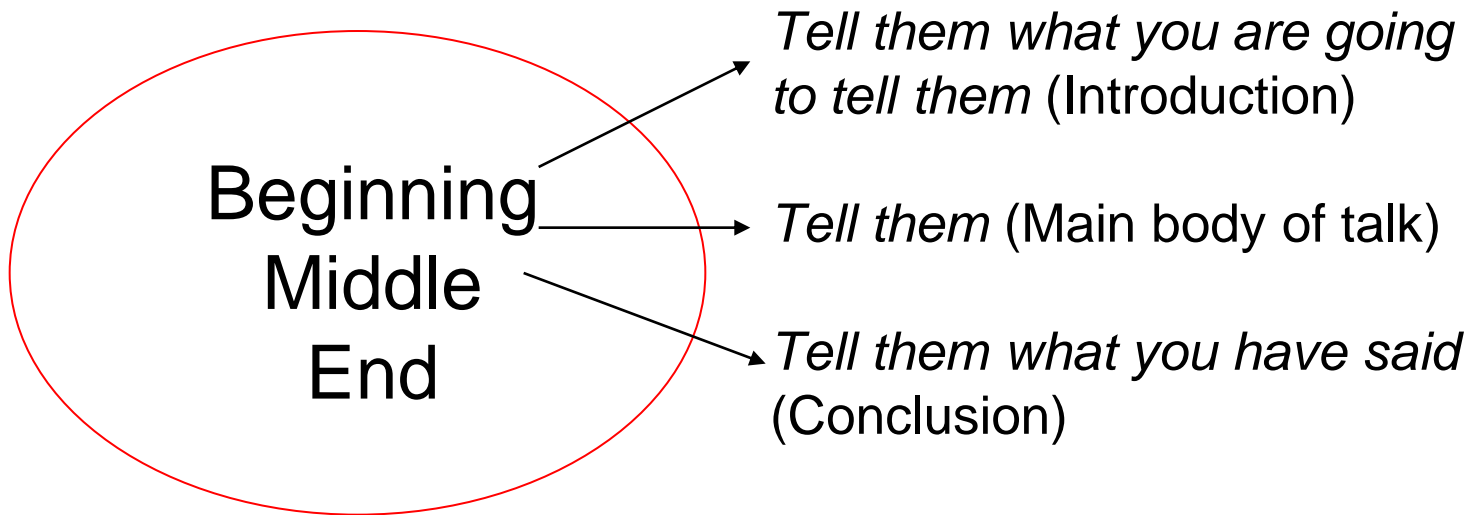
Structure of a lecture

Framework for lecturing

Before

Planning

Beginning
Middle
End

Introduction

Body

Conclusion

After

Reflection
Feedback

Planning a lecture

 Who is the audience? What are their needs?

 What are the goals & objectives?

 When & where will it occur?

 Why is it being presented?

 To inform

 To educate

 To amuse

 To inspire

 To convince

Parts of a lecture

Beginning
Middle
End

Tell them what you are going to tell them (Introduction)

Tell them (Main body of talk)

Tell them what you have said (Conclusion)

Introduction

- Specifies purpose and goals
- Provides an overview
- Sets ground rules
- Arouses attention

Main Body

☐ Provides appropriate amount of information

☐ Organized, logical

☐ Relates body to introductory goals

☐ Clarifies & repeats key points

☐ Use examples, analogies

☐ Provides clear transitions between segments

☐ Periodically summarizes

Conclusion

☐ Relates conclusion to goals

☐ Checks learner understanding

☐ Clarifies misunderstandings

☐ Outlines future learning & goals

☐ Ends on a positive note

☐ Leaves time for questions

Presentation tips

☐ Put the most important message in the 1st 10 min

☐ Build in problem solving

☐ Don't teach too much!
    3-5 points in a 50 – 60 min time slot
    (= 30 – 45 minutes of lecture)
    1 slide per minute

Presentation skills

- ☐ Use a conversational tone
- ☐ Speak at a proper volume & pace
- ☐ Be clear & concise
- ☐ Use eye contact
    - ☐ Scan the audience
- ☐ Use non-verbal gestures appropriately
    - ☐ Avoid distracting mannerisms
- ☐ Move purposefully
    - ☐ Use pointer with care

In summary …

 The principles of adult learning apply to lectures

 Presentations have a beginning, middle & end

 Practice presentation skills

Any Questions?

Your turn …

That lecture you thought about …

What made it effective
(or ineffective)?
or
What made you learn
(or prevented you from learning)?

Based on what you have just learned, what one change would you suggest to improve learning?

Discuss it with the person next to you for 1 minute.

2. How to make presentations more interactive

Quiz …

Quiz: Q1

Have you ever given an interactive lecture?
a. Yes
b. No
c. Not sure

Quiz: Q2

'Traditional' (didactic) lectures are best for…

a. Promoting problem-solving
b. Giving information
c. Changing attitudes
d. Learning technical skills
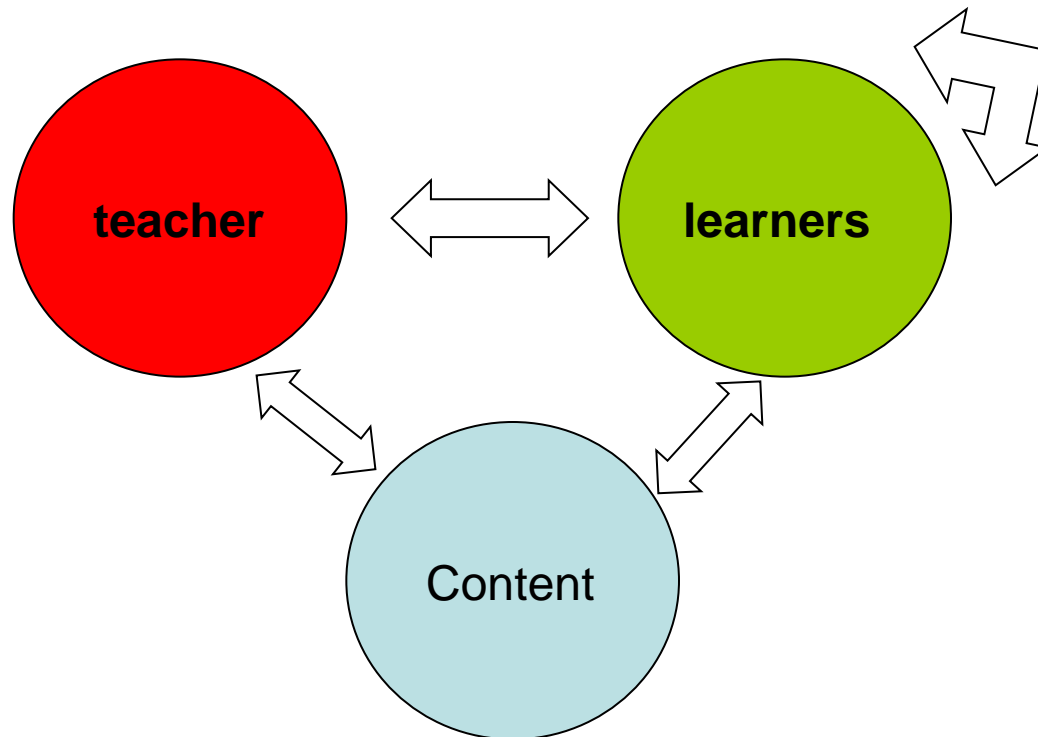
Quiz: Q3

Increasing interaction during lectures …

a. Gives feedback to the teacher
b. Promotes active involvement of the learner
and the material / content
c. Gives feedback to the learner
d. All of the above

"Interaction" …

What words or phrases would you use to *describe, characterize* or *define* it?
Write it down!

"*Interaction*":

Interactive lectures: indications & advantages

☐ active involvement: *material, content, peers*

☐ increased stimulation, attention, motivation

☐ a 'different' learning: *higher level thinking*

☐ feedback *to teacher & learner*

☐ pedagogical reasons: *icebreaker, energy shift*

☐ uses participants' experience

☐ increased satisfaction: *teacher & learners*

Interactive lectures: Strategies

☐   Question the audience & use audience responses

☐   Break up the group

☐   Present cases

☐   Use written materials

☐   Organize debates, panels

☐   Conduct role plays or simulations

☐   Organize games

Question the audience

☐ straightforward questions

☐ rhetorical questions

☐ brainstorming

☐ surveying the audience

Using written materials

☐ notes & handouts

☐ diagrams & figures

☐ study guides

☐ selected readings

Timing??

Other techniques

□   debates & reaction panels

□   role plays & simulated patients

□   games and simulations

□   using effective presentation skills

In summary . . .

- interaction - an exchange:
- presenter learners content
- interaction improves learning
- many strategies: easy to incorporate
- role of lecturer different

Your turn …

For a presentation you are going to give soon (or a recent lecture):

☐   think of at least one interactive technique appropriate to the goals and context;

☐   why would these techniques be useful?

Discuss with the person next to you for 1 minute.

Quiz

Interactive lecturing can promote all of the following *except*:

a. In-depth learning

b. Increased retention of facts

c. Chaos

d. Motivation to learn

Quiz

How many interactive techniques were used during this lecture?

a. 1 - 2

b. 3 - 4

c. 5 - 6

d. > 7

Name them..

Any questions?

3. Audiovisual Aids

Audiovisual Aids

- What are they?

- Why use them?

- How to create them?

- Common errors to avoid

What Is An Audiovisual Aid?

Anything that students can see or hear in a classroom.

What Is An Audiovisual Aid?

Anything that students can see or hear *and that helps*

them learn.

Examples of Audiovisual Aids

- Slides / PowerPoint
- Films or videos
- Black/whiteboard
- Flipchart
- Teacher
- Other students

Why use AV Aids?

- to arouse & maintain attention
    - humour
- as an outline for content (organizer)
    - emphasize important points
- to clarify, simplify or demonstrate
    - "A picture is worth 1000 words."
    - to summarize
- to improve learning
- to focus speaker

AV Aids are *not...*

☐   lecture notes for the lecturer

☐   a substitute for the lecturer

☐   a computer graphics exhibit

☐   a test of visual acuity for the audience

How to Create a Slide - General principles

- KISS *('keep it simple & see-able')*
- aim for:
    - relevance
    - simplicity
    - legibility
- one slide = one idea > one minute
- avoid over reliance on AV aids

Legibility Principles

44 Font **44 Font bold**

36 Font (Optimal for headers)

32 Font (Optimal for text)

28 Font (for subtext)

20 Font **20 Font Bold** *20 Font Italic*

Arial Narrow Tahoma Times New Roman Arial Century
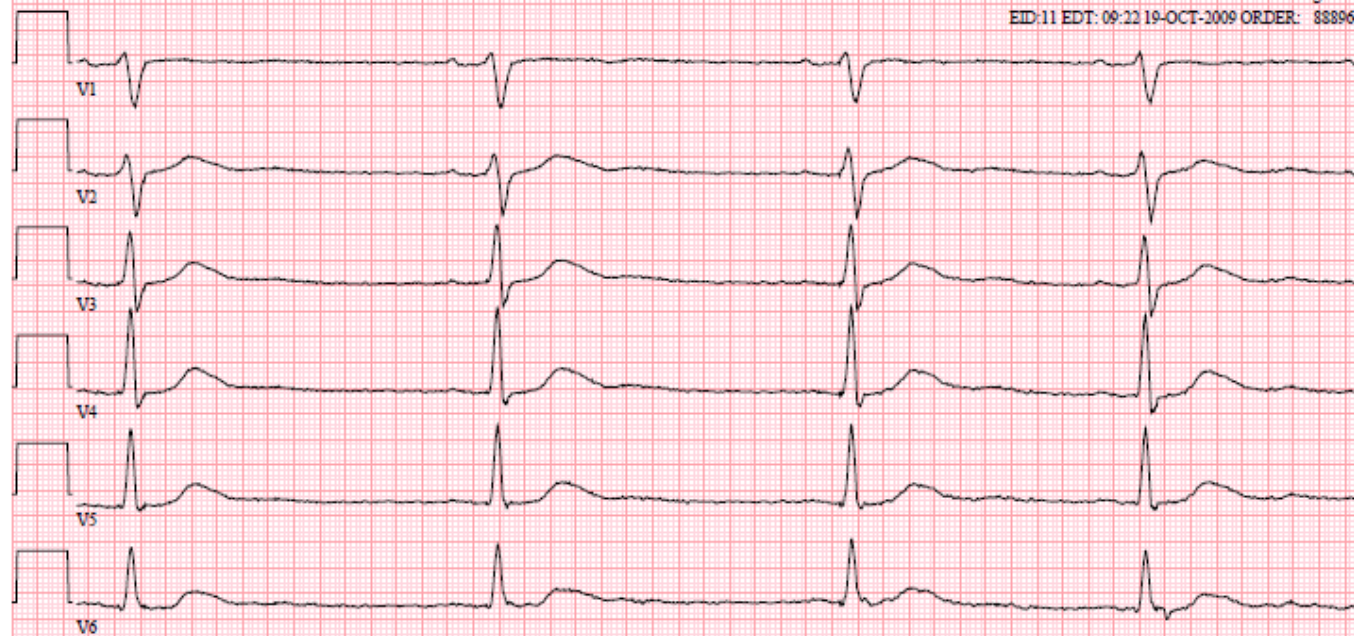
Impact Courier Lucida Verdana Georgia

Dark letters on a light background are better than...

light letters on a dark background (especially if the room is light)

V1

V2

V3

V4

V5

V6

ID:190548-024E   17-OCT-2009 00:34:18   LABORATORIOKESKUS

Vent. rate	48	BPM
PR interval	156	ms
QRS duration	102	ms
QT/QTc	462/412	ms
P-R-T axes	105 51	46

Room:8
Loc:13

Technician: 321
Test ind:PEA-50290

Referred by: Confirmed By: RAPORTTIA EI VAHVISTETTU

OSASTO:PEA

50mm/s   10mm/mV   150Hz   7.1.1   12SL 237   CID: 48

V1

V2

V3

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V5

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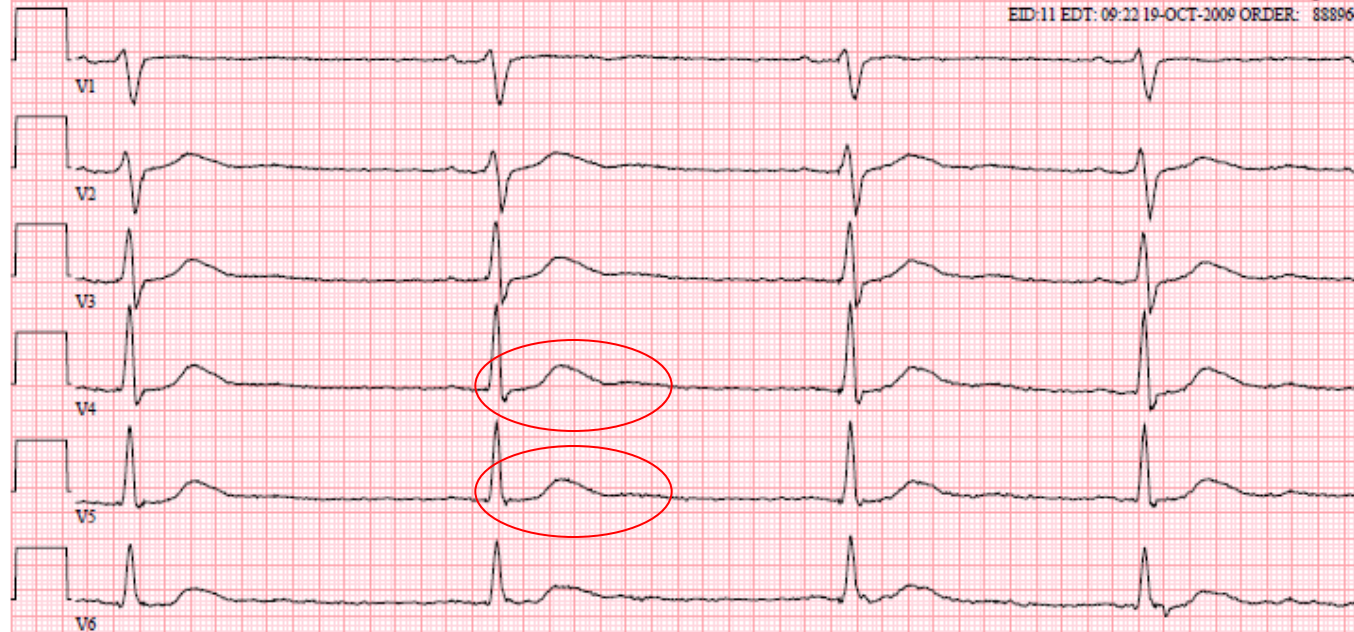Loc:13   P-R-T axes   105 51   46

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Preparation rules

- 6 x 6 (or 7 x 7) rule
- lower case NOT UPPER CASE
- bullets
- colours
- transitions: limit flying objects
- prepare the room
- …

Case presentations

Give units & normal ranges

      e.g. Urea   8.6 mmol/L (2.5-7.8)

Avoid abbreviations

Anonymise images/radiology

Beware moving images e.g. echocardiography

Common Slide Errors

☐ Too much information:

☐ Sentences rather than key words or concepts.

☐ Text and tables instead of graphics

☐ Visual effects compete with content

Any questions?

Instructions:

☐ In small groups discuss your topic (30 minutes)
1. Group A - Teaching a procedural skill
2. Groups B & C- Teaching at the bedside
3. Group E - Providing effective feedback

☐ Advice, a framework, challenges/pitfalls, strategies, tips

☐ *Use your own experience as a teacher and learner.*

☐ *Articles have been provided as **resource** material.*

☐ Report back the main points (5 minutes)

Group A
Teaching a procedural skill

☐   You have been asked for advice by a junior colleague who is just starting to supervise medical students and young doctors in clinical settings.

☐   Your colleague wants to know what advice you could provide on how to teach medical students how to do a venepuncture, or to teach junior residents how to insert a central venous line.

☐   Is there a framework for teaching procedural skills that they could use?

☐   What are the pitfalls and challenges, and what strategies would you suggest to address these?

☐   What tips would you suggest?

Group B & C
Teaching at the bedside

☐ You have been asked for advice by a junior colleague who is just starting to supervise medical students and young doctors in clinical settings.

☐ Your colleague wants to know what advice you could provide on how to teach medical students or junior house officers at the patient bedside.

☐ Is there a framework for bedside teaching that they could use?

☐ What are the pitfalls and challenges, and what strategies would you suggest to address these?

☐ What tips would you suggest?

Group E
Providing effective feedback

☐ You have been asked for advice by a junior colleague who is just starting to supervise medical students and young doctors in clinical settings.

☐ Your colleague wants to know what advice you could

provide on how to provide effective feedback to junior

clinical learners.

☐ Is there a framework for providing feedback that they could use?

☐ What are the challenges to providing effective feedback, and what strategies would you suggest to address these?

☐ What tips would you suggest?