

RESIDENTS AS TEACHERS

Teaching Toolbox: Presentation Skills – Short Talks

LEARNING OBJECTIVES

- Know a proven way to structure a talk
- Develop talks that engage your audience
- Incorporate various teaching methods to make your point
- Prepare and practice your talks during clinical rotations

EFFECTIVE TEACHERS

- Literature both in the US and UK has shown the following as behaviors of effective teachers:
 - Organizational skills and clarity of presentation
 - Enthusiasm
 - Teacher's knowledge base
 - Group teaching skills
 - Clinical supervisory skills
 - Clinical competence
 - Modeling of professionalism

CHARACTERISTICS OF GOOD TALKS

- Take a moment to reflect on a few short talks you have heard in the recent past – on rounds, at noon conference, at morning report – and think about both what was good and what was not so good.
- Jot down things you want to emulate and things you definitely want to avoid doing.

UP FRONT CONSIDERATIONS

- Who is your audience?
- What is their knowledge base?
- What is the best way to communicate with the group of learners?
- How can you engage, energize and excite?

CONSIDER THE AUDIENCE

- Talks are given to a variety of learners:
 - Students
 - Colleagues – other residents
 - Patients
 - Community groups
 - Conference attendees

PROVEN SUCCESSFUL STRUCTURE

- Set the scene
- Teach the body
- Close the session

Method is the “set-body-closure”

SET THE SCENE

- OPERA*
 - **O**-bjectives
 - **P**-lan
 - **E**-nvironment
 - **R**-elevance
 - **A**-assess the learner

*Karyn Baum, MD-Advanced clinical Teaching Course; University of Minnesota

SET THE SCENE (continued)

- Objectives: what the learner should be able to do/demonstrate after your teaching session
- Plan: what is going to be covered
- Environment: where is the talk held? Type of mood (formal/informal), AV needed?
- Relevance: explain to the learner why they may need to know information
- Assess the learner: have they seen this before? Prior experience, fund of knowledge?

SETTING OBJECTIVES: BLOOM'S TAXONOMY

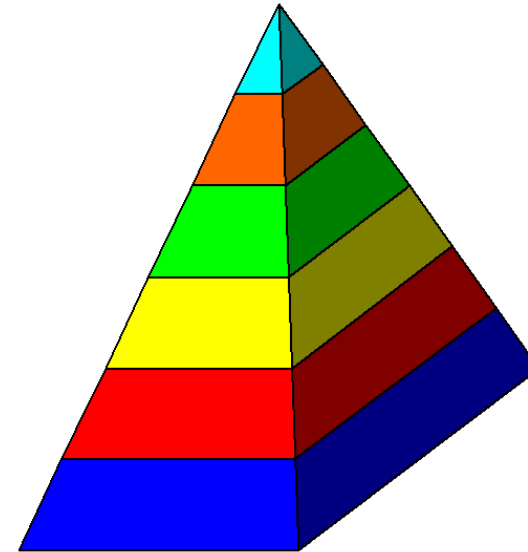


Higher Order Thinking

- Evaluation
- Synthesis
- Analysis

Lower Order Thinking

- Application
- Comprehension
- Knowledge



OBJECTIVES

- Objectives should:
 - Be learner centered
 - Start with an action verb
 - Address both lower and higher orders of thinking
 - Be specific

ENGAGE THE LEARNER

- As part of the OPERA setting the scene, it is critical to engage the learner – Priming effect
- Plan the first 45 seconds of your introduction carefully
- Use a “teaser” or hook to draw in the learner(s)

BODY

- Main content of the talk often known as the “meat”
- What is in the body?
 - Depends on objectives:
 - Lower order: explanation of concepts, information for test, consolidation of key points
 - Higher order: facilitation of application, analysis, synthesis, transfer of information

BODY (continued)

- Three tenets:
 - Less is more!
 - Vary the stimulus
 - Particular to general

Karyn Baum, MD-Advanced clinical Teaching Course; University of Minnesota

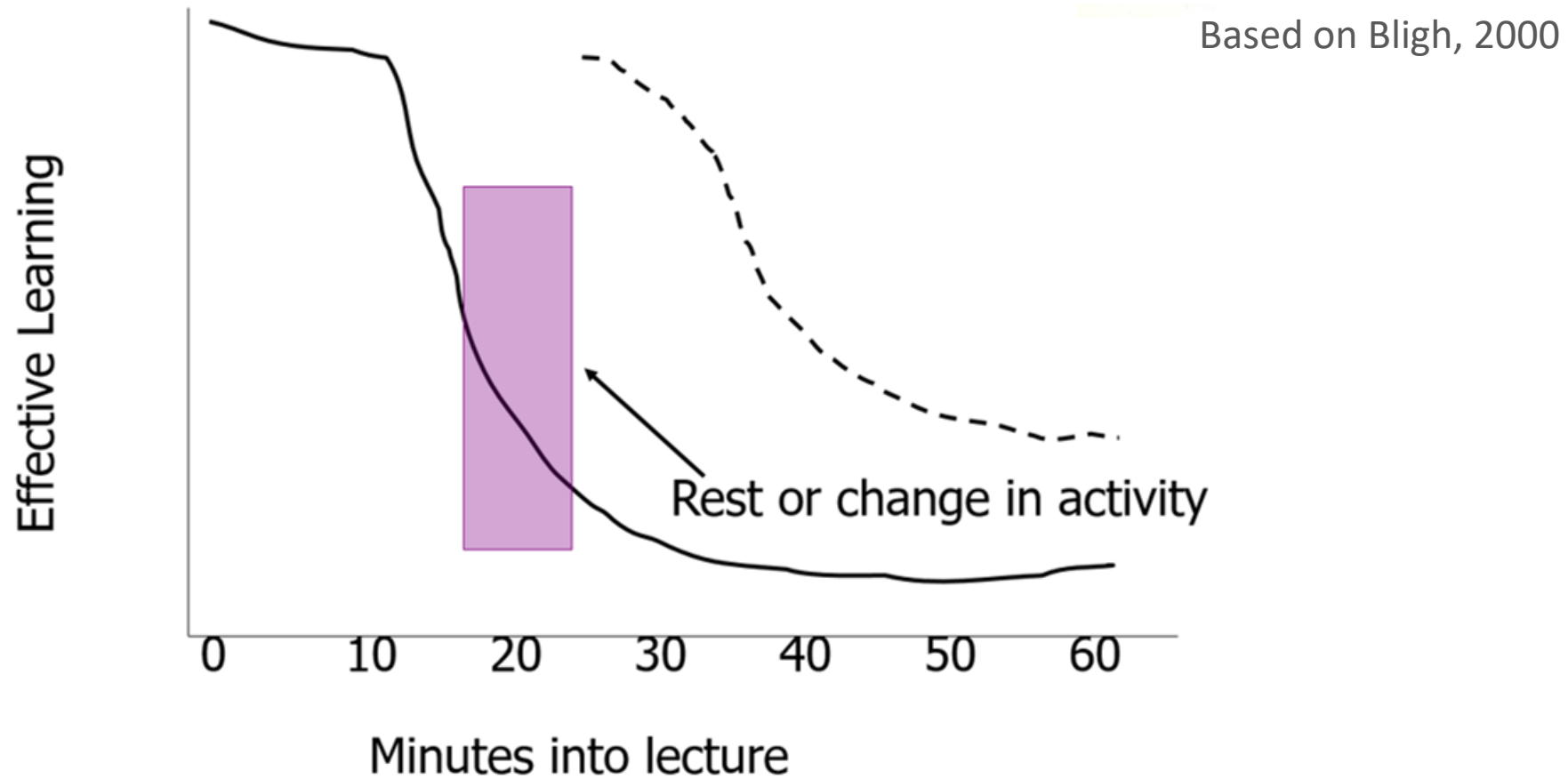
LESS IS MORE

- Learner attention is highest in the first 5 minutes and tends to wane after 15 minutes
- Cut planned content in half or deliver only about 10% of what you know on subject
- Presenting less content means attention span won't fall off
- Avoidance of information overload enhances retention of important material

VARY THE STIMULUS

- Each time a new stimulus is introduced there is a transient jump in attention
- Change the mode of information delivery – slides to flip chart to white board to...
- Use aids such as radiographs, pictures etc to stimulate/engage the learners
- Consider live demonstration of a skill, exam technique, physical finding (video, audio)

Effect of rest or change of activity on learning



VARY THE STIMULUS

- Active learning is key
- Activities that can be used in a short talk or lecture to facilitate active learning:
 - Buzz groups or pair share
 - Case discussion
 - Brainstorming
 - Quiz with audience response system (ARS)
 - Have learners label a diagram or read an xray

PARTICULAR TO GENERAL

- When using a specific case – extend the case to the general population
- Expand the learners' thought process
- “in this case we did...because... It isn't the routine workup for this particular disease process...”

CLOSURE

- SRAN* (think Saran Wrap –it up)
 - **S**-ummarize
 - **R**-elate back to the set
 - **A**-ccomplishment (sense of)
 - **N**-o new material

*Karyn Baum, MD-Advanced clinical Teaching Course; University of Minnesota

CLOSURE (continued)

- Consolidating the learning is important to help students be able to retrieve and apply newly gained knowledge
- Surface learning – memorization of facts
- Deep learning – makes connections and links and establishes relationships between facts, concepts and already existing knowledge

TIMING

- Good rules of thumb:
- 10 minute talk:
 - Set the scene – 1 minute
 - Teach the body – 8 minutes
 - Close the session – 1 minute
- If you plan a 5 minute talk it will usually be delivered in 10
- Practice, practice, practice

NEXT STEPS

- Thank you for studying this unit
- Now is time for you to complete the assessment which follows
- You are one step closer to becoming an KSOM certified resident teacher!

RESOURCES

- Lecture Skills Workshop – Rachel Yudkowsky, Janet Riddle and Mark Gelula; UIC Department of Medical Education and Brad Cannon; UIC College of Pharmacy
- Resident Educator Development – How to Give a 10 Minute Talk on Anything – Karyn Baum; University of Minnesota School of Medicine
- Make Your Point: A Guide to Making Excellent Presentations – John Jackson; University of Virginia School of Medicine