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)
• 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
• 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

Based on Bligh, 2000
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 x-ray
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