



Teaching Toolbox

Presentation Skills: Short Talks

Residents as Teachers - R~~A~~Ts

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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

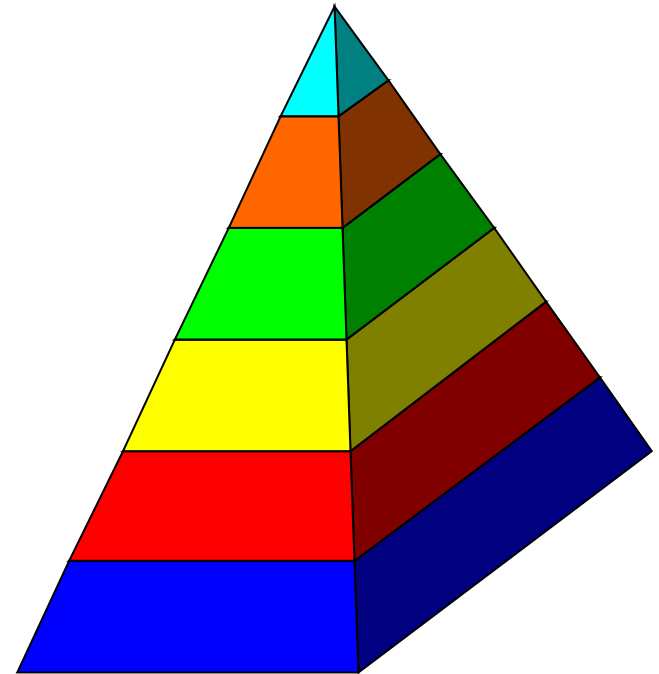
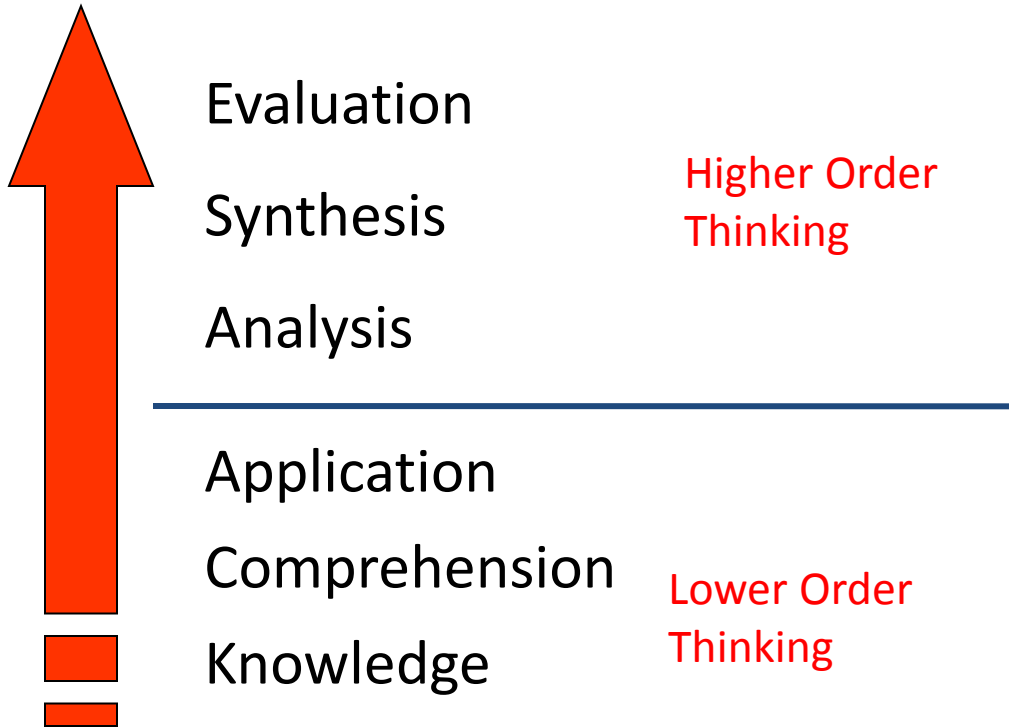
*Karyn Baum, MD-Advanced clinical Teaching Course; University of Minnesota

Set the Scene



- ▶ 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



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



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

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

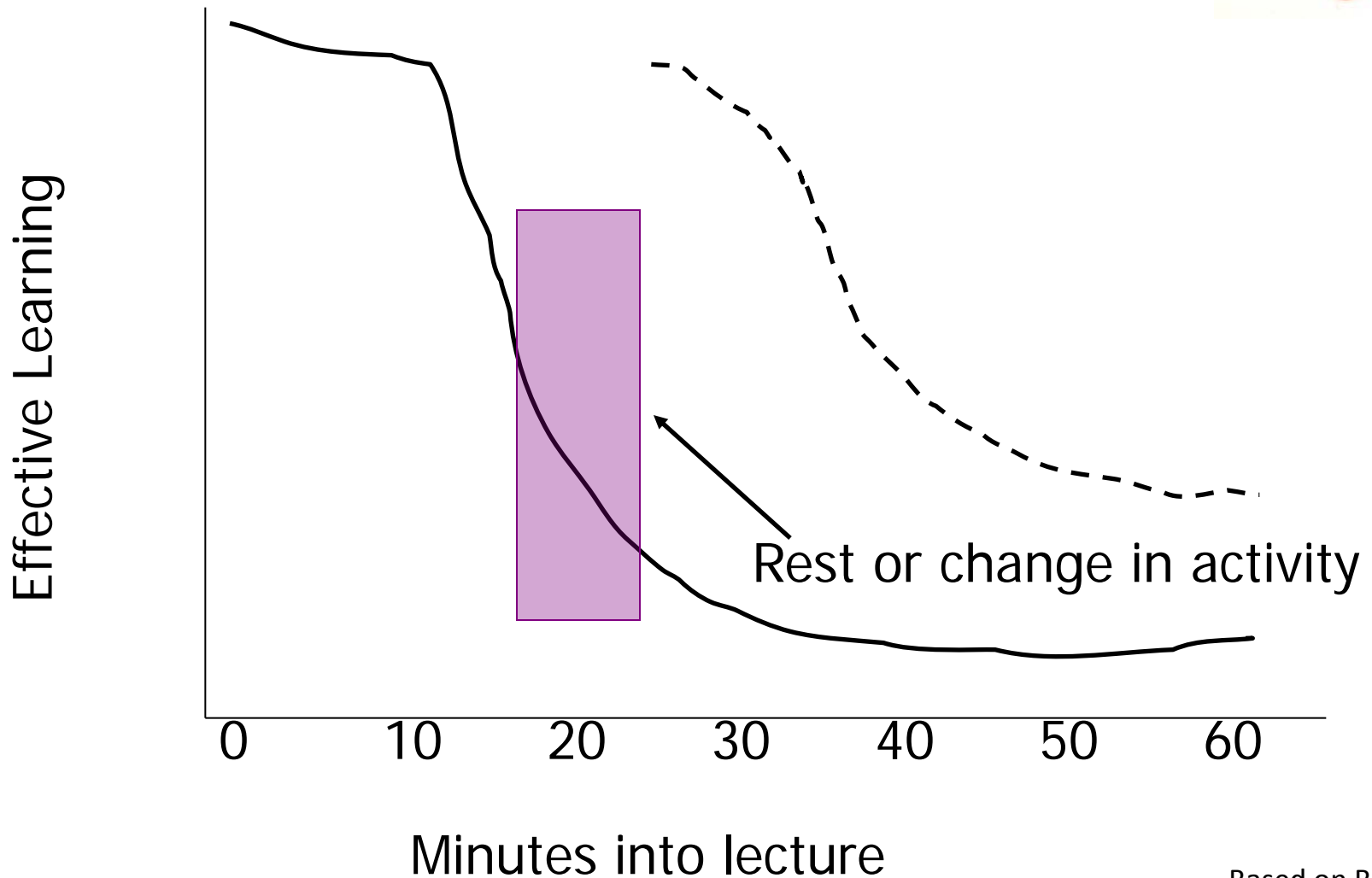
Vary the Stimulus



- ▶ 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



- ▶ 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 UNSOM 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