

Speaker Resource Packet

This resource packet includes additional information that presenters may find helpful when developing a learning activity.

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Guidelines for Slide Preparation

Below are required and suggested guidelines when preparing your PowerPoint slide presentation.

Slide Format

- Use Design Wizard to create a consistent and simple design template.
- Bulleting and numbering
 - Bullets imply no significant order; numbers show rank or sequence.
 - No more than one topic per page
 - No more than 3-5 bullets per page
 - Avoid using periods at the end of bullet points since not usually a complete sentence
- Use the 6x6 rule:
 - 6 lines of text
 - 6 words per line
- Slides may not contain commercial company logos, pictures with product names, or copyrighted materials (unless permission obtained).
- Avoid use of flashy transitions such as fly-ins
- Save your presentation in widescreen format.

Slide Lettering

- Select readable type size.
 - Minimum 36-point font size for titles
 - Minimum 24- to 30-point font size for body text
- Use readable typeface and font.
 - Use sans serif font (no curly feet) such as Arial, Helvetica, or Univers for body text.
- Adjust lettering to distinguish or emphasize.
 - a. Make titles larger font size than body elements.
 - Emphasize important statements or words with **bold**, *italic*, underline, larger size, or different font.
 - For titles, use capital letters for the beginning of key words and lowercase for the word itself.

Graphics

- Use graphics to highlight your presentation.
- Allow plenty of room around borders and illustrations.
- If using graphs, ensure that they can be seen clearly or that you have cited the location where they can be found.
- Make sure that if the image is copyrighted you have obtained permission to use.
- Cite all sources that are not your own published or non-published work using APA format.
- Charts

- Patterns on bars or pie slices cause confusion.
- Solid colors convey a clear bold message.
- Use spell check on the body of your PowerPoint and be sure to check the title pages.

Colors

- Limit the number of colors on a single screen.
- Use light letters on a dark background.
- Check all colors on the projection screen before the actual presentation. Colors may project differently than what appears on the monitor.

Required and Suggested Slides to Be Added

- Disclosure slide: The slide after your title slide should contain your disclosure of any actual, potential, or perceived conflicts of interest.
- Learning outcome slide: The slide after your disclosure slide should contain the learning outcome for your presentation. This same learning outcome is used in the evaluations attendees complete for the session.
- The last slides are a good place to add references, so participants know where to go for further information.

Presentation

- Be prepared by having a back-up of your presentation on a flash drive.
- No internet connection is provided; website links in slides will not work during a live presentation.
- Make sure any supplemental audio or video material for presentation works prior to presentation time.
- Practice viewing your presentation in a large room where colors can be evaluated for ease of reading (blue is easier to read than yellow on red).
- Don't read your slides during the presentation – slides are the “bones” of a presentation. What you say is the “meat.” You want the audience to focus on you.
- Use silence wisely for emphasis to allow the audience time to read the slide or for answers from audience.

References

“Tips for creating and delivering an effective presentation” - Office Support
<https://support.office.com>. Microsoft 2018.

“Tips for Making Effective PowerPoint Presentations.” National Conference of State Legislators, 8/8/2017.

Revised: 10/2018

What Is the Online Library?

Thank you for adding your presentation to the Online Library!

Trained sound technicians digitally capture content and convert our educational sessions into a member-based online multimedia library. Both the audio and the PowerPoint presentation used onsite will be captured so online library users can view the session as it was presented.

This does not prohibit you from using your own materials in any manner you desire. Your PowerPoint presentation will be available to download as an Adobe Acrobat PDF document only; therefore, it cannot be manipulated.

The online library allows association members to keep up to date on what is going on in their industry. They can search the content by topic or speaker. This adds value to our members and can help increase membership.

Ideas to Keep Your Audience Engaged



Engage

Focus

Excite

Ice Breakers

- Used at the beginning to reduce stress, introduce participants to one another, focus attention on learning outcomes, or make an important point
- Can be a joke, story, demonstration, newspaper headline, or video clip
- Could be as simple as having participants turn to others around them and take a minute to greet and introduce themselves
- As easy as having participants tell the person next to them one thing about themselves, i.e., “Tell the person next to you the state in which you live” (or favorite ice cream flavor, where you were born, how many siblings you have)

Think Break

Ask a rhetorical question and allow 20 seconds for audience to think about the problem before you go on to explain. This encourages participation in the problem-solving process even when discussion isn't feasible.

Polling

Use polling with audience response via mobile device using the conference event page.

Choral Responding

Ask a question to the audience at large that requires a one-word answer. The volume of answer responses will suggest degree of comprehension and/or attention.

Storytelling

Illustrate a concept, idea, or principle with a real-life application, model or case study.

One-Minute Feedback

During the last few minutes, ask participants to respond to one of the following questions:

- What were the two most important points you learned today?
- How will you change practice based on what you learned today?

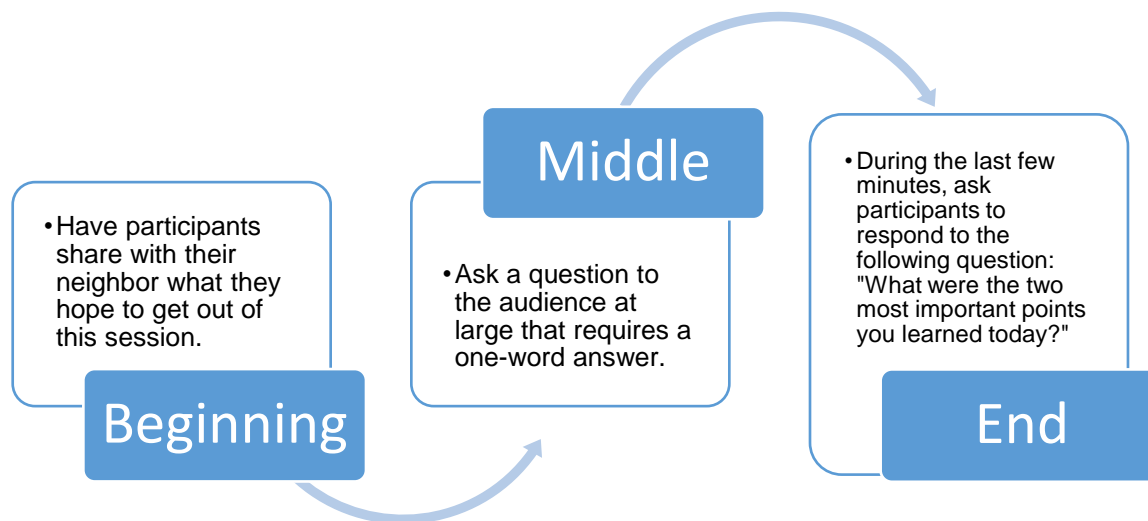
Most Importantly

Do NOT read your slides! Speak loudly and clearly.

Strategies to Promote Learning and Actively Engage Learners

Wake up your audience by adding three strategies to your talk to engage your learners.

Listed below are some ideas – pick three based on your teaching style and personality. “In addition to increasing student involvement, attention, and motivation, interactive lecturing promotes a ‘higher level’ of thinking” (Steinert & Snell, 1999).



Ideas for Beginning Your Session

Ice breakers are used at the beginning to introduce participants to one another, focus attention on the learning outcomes, or make an important point. Here are some ideas (pick one):

- Have participants turn to their neighbor and introduce themselves.
- Have participants share with their neighbor what they hope to get out of this session.
- Tell a brief (appropriate) joke that is somewhat relevant to yourself or your topic. If you're not sure whether the joke will offend someone, don't tell it!
- Share a story relevant to yourself or your topic.
- Do a brief demonstration relevant to your topic.
- Share a newspaper headline or video clip relevant to your topic.
- Distribute a partially completed outline of your session and ask participants to fill it in.
- Tell of a personal experience relevant to your topic.

Ideas for the Middle of Your Session

Keep your audience awake and engaged in the middle of your session by adding one or two of the following ideas:

- Ask a rhetorical question and allow 15 seconds for the audience to think about it before you go on to explain. This encourages participation in the problem-solving process even when discussion isn't feasible.
- Use polling questions with audience response via mobile device using the conference event page.
- Ask a question to the audience at large that requires a one-word answer; the volume of answer responses will suggest degree of comprehension and/or attention.
- Illustrate a concept, idea, or principle with a real-life application, model, or case study.
- Have the audience turn and tell their neighbor what you just said in their own words.
- Ask participants to stand to indicate answers such as true/false or yes/no to questions you ask related to the topic of the session.
- Add a current event from the world of pop culture that is relevant to your topic.
- Introduce a new subject by asking an intriguing question, something to which few will know the answer. Allow guessing for 20 seconds to build curiosity before giving the answer.
- One word: choose one word that encompasses your session and highlight it throughout the session, working it in as much as possible.
- Show a brief movie clip or YouTube video to illustrate a point.
- Have students discuss and/or analyze a clinical case you present via paper and/or video. This heightens interest and promotes problem-solving.
- Share a cartoon or comic strip relevant to the topic. (Make sure it is not copyrighted!)

Ideas to End Your Session

Wait! Now that you've kept their attention, don't end badly! Keep them engaged and interested by finishing well with one of these ideas:

- During the last few minutes, ask participants to turn to their neighbor and respond to one of the following questions:
 - What were the two most important points you learned today?
 - How will you change practice based on what you learned today?
- Review your main points and/or tie up any loose ends.
- Hook your main points to the audience's memory through a story, quote, or analogy.
- Call for action – give the audience a task. This is what you want your audience to do with what they have learned.

Most Importantly

If you do nothing else, you **MUST** do the following:

- Do NOT read your slides!
 - Your slides should be an outline, NOT a book.
 - Are your slides brief, clear, and readable?
 - For distance reading, slide font size should be no smaller than 24-point font.
 - Limit colors – too many colors can become distracting.

- Prepare and practice ahead of time.
- Speak loudly and clearly. Speak slower than normal.
- Repeat any questions from the audience before answering the question.
- SMILE!

Reference

Steinert, Y. & Snell, L. (1999) Interactive lecturing: strategies for increasing participation in large group presentations, *Medical Teacher*, 21, pp. 37 – 42.

Polling Questions Fact Sheet for Hybrid Conferences

We want to encourage the use of polling questions as part of the content of your session to make the session more engaging for the learners.

For hybrid conferences where the attendee audience is comprised of both onsite (in-person) and virtual (live-stream) attendees, a staff member from the National Office will be onsite to assist with facilitation of polling questions during the session presentation. Speakers are NOT asked to handle this aspect of their presentation.

Facilitation

- All questions will be available to the audience at session entry so they can complete them early (before you actually cover the polling question).
- The audience will see the results.
- You'll view the results from a special panel on a tablet that will be provided to you.
- If there is a particular question that you don't want audience to complete until later in your presentation, simply note as such when you begin: "You'll see we have 5 polling questions. Please wait to complete questions #3 and #4."
 - If your session is being streamed, note that the virtual audience will hear what you're saying on a 20-second delay. This only matters if you will direct learners to complete polling at a specific time. If this is the case, you'll want to talk a bit to allow time for virtual audience to hear and then complete.

Requirements/Recommendations

- We recommend submitting no more than 5 questions for one-hour presentations.
- Add polling questions to a separate Word document (so we can pre-load them into our platform). See question types at bottom of this document.

Submission

- Submit at least 3 weeks before your presentation.
- Add polling questions to your PowerPoint slides as a placeholder/visual cue for yourself (the polling results will display on the Polling/Q&A tablet, not within your PowerPoint).
- In addition, please add your polling questions to a separate Word document (so we can pre-load them into our platform).

Types of Polling Questions

- Multiple choice (which includes true/false)
- Open-ended (more challenging to facilitate live)

Example 1 (multiple choice)

Sample question: Which of the following is not relevant when establishing a telehealth program with a long-term care facility?

- Staff availability
- Onsite medical provider
- Equipment

Example 2 (multiple choice - learner feedback)

Sample question: Have you experienced a natural disaster?

- Yes
- No

Example 3 (open-ended)

We suggest they use one or two words to answer. This question type is more challenging because results cannot be aggregated quickly. Your moderator will do his/her best to read responses (majority answers) to you.

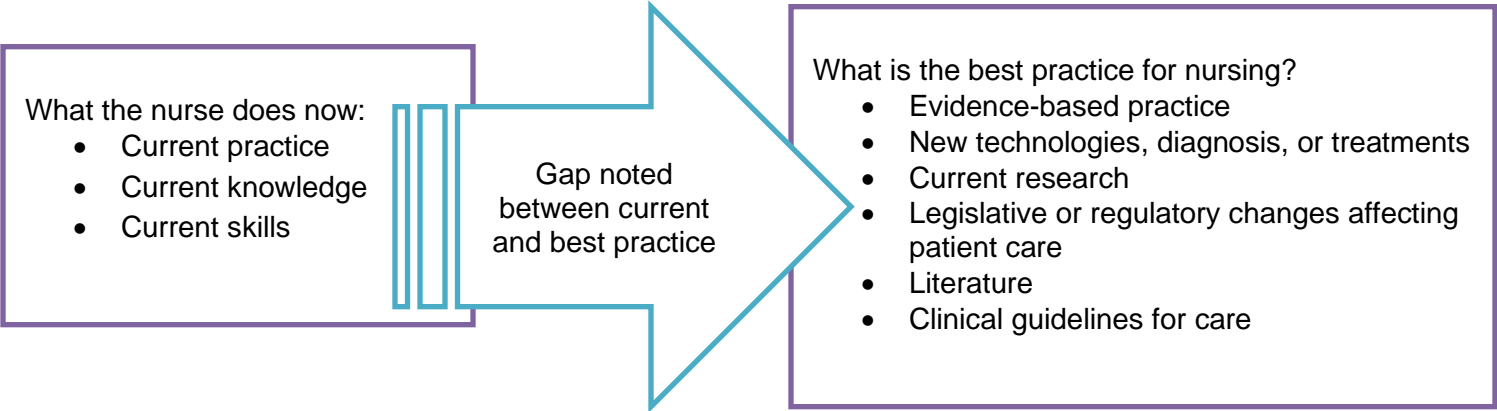
Sample question: List one problem that you have identified in your practice/facility.

Guide to Performing a Needs Assessment and a Gap Analysis

Needs Assessment

A needs assessment is a systematic process of gathering information that is appropriate and sufficient to develop an effective educational program that will address the groups' needs and wants (gap). Methods that are frequently used for determining a needs assessment include the following:

- Membership learning needs survey
- Patient care requirements
- Request from sample of potential audience (focus groups)
- Changes in legislation or reimbursement
- Review of current professional literature
- Evaluation from prior learning activity
- Recent trends in patient population
- Annual event
- Others including quality improvement (QI) data, morbidity and mortality data, new methods of diagnosis or treatment, new technologies.



Gap Analysis

A gap analysis can be defined as the determination of the difference between current knowledge/practices (what we are doing) and current evidence-based practices (what we should be doing). Gaps can occur in knowledge, skills or practice.

Steps to Performing a Gap Analysis

1. Find the need through conducting a needs assessment.
2. Is the gap a knowledge, skill, or practice? Determine “what is the best practice?”
3. Determine the purpose of the activity; then develop the learning objectives for “closing the gap.”

