Creating and Formatting Successful Lectures

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No Disclosures
Objectives

Audience Will:
1. Apply appropriate techniques to future lectures
2. Evaluate techniques to optimize longitudinal interventions
3. Analyze best way to engage audience
Importance of this topic

ACOI goals for the future- (next 75 years)
- speakers bureau
- online learning
- improve patient care
- Osteopathic
- ACCME – Accreditation Council for Continuing Medical Education
Before you begin

Know your audience
Size
Type of room
TIME
When is your talk, before or after what?
Are you part of a panel/session?—what are other topics
Who expected to be at session
  - type of practicing doctors (primary care, specialists?)
  - doctors in training
  - other providers
-gear talk toward the majority of audience
Before you begin

Why this topic?
1. Ask organizers why chose topic
2. Why did you choose topic
3. What is theme of conference
4. TIME
5. Why are you speaking
6. What is your take home message
Before you begin

Determine and write objectives

1. Bloom’s Taxonomy action verbs
   - Knowledge
   - Comprehension
   - Application
   - Analysis
   - Synthesis
   - Evaluation

-Adapted from Huitt, B. http://www.edpsychinteractive.org/topics/cognition/bloom/html
### Bloom's Taxonomy Action Verbs

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Sample verbs</th>
<th>Sample behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td>Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.</td>
<td>arrange, define, describe, duplicate</td>
<td>memorize, name, order, outline, recognize, recall, repeat, reproduce, select, state</td>
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<tr>
<td><strong>COMPREHENSION</strong></td>
<td>Student translates, comprehends, or interprets information based on prior learning.</td>
<td>explain, summarize, paraphrase, describe, illustrate, classify</td>
<td>estimate, explain, express, extend, generalized, give example(s), identify, indicate, inter, locate, paraphrase, predict</td>
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<tr>
<td><strong>APPLICATION</strong></td>
<td>Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.</td>
<td>use, compute, solve, demonstrate, apply, construct</td>
<td>employ, illustrate, interpret, manipulate, modify, operate, practice, predict, produce, relate, schedule</td>
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<tr>
<td><strong>ANALYSIS</strong></td>
<td>Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.</td>
<td>analyze, categorize, compare, contrast, separate, apply</td>
<td>employ, illustrate, interpret, manipulate, modify, operate, practice, predict, produce, relate, schedule</td>
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<tr>
<td><strong>SYNTHESIS</strong></td>
<td>Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.</td>
<td>create, design, hypothesize, invent, develop, arrange, assemble,</td>
<td>design, develop, devise, explain, formulate, generate, plan</td>
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<tr>
<td><strong>EVALUATION</strong></td>
<td>Student appraises, assesses, or critiques on a basis of specific standards and criteria.</td>
<td>Judge, Recommend, Critique, Justify, Appraise, Argue</td>
<td>Defend, Describe, Discriminate, Estimate, Evaluate</td>
</tr>
</tbody>
</table>

Adapted from Huit, B. [http://www.edpsychinteractive.org/topics/cognition/bloom.html](http://www.edpsychinteractive.org/topics/cognition/bloom.html)

C:\Users\rm727\Desktop\Learning Objective Job Aids\Crafting Effective Learning Objectives WEB COPY.docx
Before you begin

Determine and write objectives

1. A learning objective:
   - Describes what you value in topic and what you want learner to do
   - Specify desired outcome
   - Assess audience performance and if course instruction effective

By the end of this lecture you should be able to . . “
Before you begin

Faculty Questions and Answers
1. Multiple choice
2. True/false

How to use these questions?
Before you begin

Evidence Based References - recent
1. Evidence based needs assessment
2. Show importance of presenting this lecture
3. CDC, NIH, PubMed
Before you begin

Consider ways to create audience interaction

1. Promotes learning and retention
2. Audience response system
3. Case reviews – at beginning and end of lecture
4. Ask questions
5. Ask audience to discuss with neighbor a topic
Consider Longitudinal Interventions for Learning

1. Promotes learning and retention
2. Pre and post event test
3. Case reviews online prior and post
Do you need slides

- YES
  - at least for today’s medical learner
  - do not need to plan entire time with slides
  - take home information easier with slides
Creating slides

- use current Current information
- Major heading, subheading and text
- Limit amount info per slide – easily visible
- Appropriate colors and text (red and green difficult for color blind)
- Do not use font less than 28
- Plan 2 min a slide
- Reference on slide readable if able
Creating slides

- Don’t apologize for busy slide – just don’t use it
- No more than 7 lines, 7 words per line
- Provide citations for key studies
- Add clinical information when pertinent (CT, MRI, picture rash, etc.)
- Be careful with humor

Tables/graphs in lieu of text when able – (make sure visible)
Creating slides

- Be useful to audience
- Only a guide to you, not all your notes to read
- Case based very effective learning via slides

- Successful lecturing- JGIM 2000, June 15(6) 366-371
Creating slides

- be wary of flash over substance
Delivering lecture

- Using different media
  videos
  pictures
- Make sure working well before get on stage
- Send lecture ahead of time when asked so can be reviewed and be sure working well
Osteopathic

Have you incorporated Osteopathic Principles and Practice into your talk

What we do every day

Not just OMM – Osteopathic Manipulation
Osteopathic Tenets

1. The body is a unit; the person is a unit of body, mind and spirit
2. The body is capable of self-regulation, self-healing and health maintenance
3. Structure and function are reciprocally interrelated
4. Rational treatment is based upon an understanding of above tenets
Finish 5 min early

- Even if haven’t finished slides

- Watch clock

- Finish with interactivity – have person tell someone next to them one thing they learned.
Remember your take home message

- Summary slide with take home points
- Consider what audience can use tomorrow from your talk at the patient bedside
- No more than 3-5