

Don't Just Talk the Talk: *Delivering effective, evidence-based presentations*



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Session outline

- Research your audience
- Prepare your session
- Utilize presentation aids
- Setting the stage
- Optimize your delivery
- Listen and stimulate questions
- Effectively handle questions
- Case scenarios

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Traditional presentations

*“...ask an ‘expert’...someone
who comes from far away and
brings slides.”*

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Traditional presentations

*“...making the same mistakes
with increasing confidence over
an impressive number of years.”*

BMJ 1999;319:1618.

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Evidence based drug therapy

*“Integrating the best evidence, the
individual characteristics of the patient,
and individual expertise, into a decision-
making process which leads to optimal
drug therapy”*

BMJ 1996;312:71-72

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Pharmacists as presenters

- Front-line health-care providers
- Information managers
- Locate, evaluate, apply literature evidence to solve patient-specific DRPs
- Existence of evidence does not guarantee adequate dissemination and application of therapies into clinical practice

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Pharmacists as presenters

- Need to communicate current, valid information to patients, colleagues, physicians, students, policy-makers, and the public
- Providing effective presentations is an essential skill relevant to pharmacy students, clinicians, educators, researchers, and administrators

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How should we teach ?

- Benefit of traditional, didactic, stand-alone CE has been debated
- Integrated, active learning workshops incorporating key adult learning principles have been shown to improve the perceptions, motivation, knowledge, skills, attitudes, and behavior of attendees

JAMA 1999;282:867-74, JAMA 2004;329:1017-1021, Adv Health Sci Educ Theory Pract 2004;9:15-27, Ann Pharmacother 2006;40:1546-57.

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How should we teach adults ?

“Performing a task, rather than being told about it, benefits the learners’ morale, interest, and ability to retain information”

Adv Health Sci Educ Theory Pract 2004;9:15-27.
Jolles RL. (1993) How to run seminars and workshops.

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Research your audience

Session logistics

- Confirm desired topic
- Confirm location, date, time
- Confirm learning format, duration
- Confirm facilitator responsibilities
- Confirm AV requirements
- Confirm facilitator reimbursement and professional honorarium

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Research your audience

Identify your audience

- Size, age, gender
- Profession and job responsibilities
- Education, knowledge
- Training, experience, skills
- Generalists vs. specialists
- Superiors vs. peers vs. subordinates
- Regional issues, agendas, bias

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Research your audience

Apply principles of adult learning

- Autonomous and self-directed
- Life experienced and knowledgeable
- Goal-oriented
- Relevancy-oriented
- Practical
- Respect

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Research your audience

Motivation for adult learners

- Social relationships
- External expectations
- Social welfare
- Personal advancement
- Escape/stimulation
- Cognitive interest

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Research your audience

Critical elements of learning

- Motivation
 - Set the tone
 - Set appropriate level of concern
 - Set appropriate level of difficulty
- Reinforcement
 - Positive and negative
- Retention
- Transference
 - Association, similarity, degree of original learning, critical attribute element

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Research your audience

Critical elements of learning

*“What people hear, they forget
What people see, they remember
What people do, they learn”*

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Research your audience

Learning pyramid

Learning Method	Student's recall rate
Listening	5 %
Reading	10 %
Audio-visual	20 %
Demonstration	30 %
Discussion groups	50 %
Practice by doing	75 %
Teach others/immediate use of learning	90 %

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Research your audience

Golf Swing Analysis System

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Research your audience

Recognize learning stages

- ‘Unconscious incompetent’
- ‘Conscious incompetent’
- ‘Conscious competent’
- ‘Unconscious competent’

**Not a discrete process, cycles based on attitude, knowledge, skills, behavior*

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Research your audience

Recognize learner resistance

- Excessive questioning
- Entrapment questioning
- Closed body language
- Learner silence
- Side conversations
- Learner distractions
- Learner fidgeting

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Prepare your session

Clear focus

- Inform (provide data)
- Teach (develop skills)
- Entertain (provide enjoyment)
- Persuade (change opinion/attitude)
- Inspire (excite, call to action)

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Prepare your session

Follow logical structure

- Catchy title
- Introduction
 - Tell them what you are going to tell them
- Body
 - Tell them your story
 - Summarize the best evidence
- Conclusion
 - Tell them what you told them

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Prepare your session

Introduction

- Audience is thinking...
 - Who are they?
 - Who are you to tell me?
 - What's in it for me?

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Prepare your session

Introduction

- Consider using an "ice-breaker"
 - Startling statement
 - Impressive statistic
 - Personal experience
 - Anecdote
 - Polling/question
 - Surprising action
 - Humour
 - Statement of purpose

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Prepare your session

Introduction – 'UPPOPPR'

- Utility
- Product
- Process
- Objective
- Process Justification
- Proof of ability
- Review

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Prepare your session

Incorporate '5 steps of EBM'

1. Ask a clinical question
2. Search for the evidence
3. Evaluate the evidence
4. Apply the evidence
5. Evaluate the outcome


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1. Ask a clinical question

'PICO' Model

P atient, Population, or Problem	How would I describe a group of patients similar to mine?
I ntervention, Prognostic Factor, or Exposure	Which main intervention, prognostic factor, or exposure am I considering?
C omparison or Intervention (if appropriate)	What is the main alternative to compare with the intervention?
O utcome you would like to measure or achieve	What can I hope to accomplish, measure, improve or affect?

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2. Search for the evidence

Comprehensive search

- Computerized bibliographic databases
- Clinical trial registries
- Health care agencies
- Proceedings of conferences/meetings
- Summaries of dissertations
- Reference lists of articles
- Hand searching
- Contacts with experts in the field
- Pharmaceutical industry

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2. Search for the evidence

Levels of Evidence	
1a	Systematic review (M/A) of RCTs
1b	Individual RCT
2a	Systematic review of cohort study
2b	Individual cohort study
3a	Systematic review of case-control study
3b	Individual case-control study
4	Case Series
5	Expert opinion, pathophysiologic rationale

http://www.cebm.net/levels_of_evidence.asp

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3. Evaluate the Evidence

Validity assessment TOOLS:

- Randomized controlled trials (RCTs)
 - JAMA User's Guides
 - CONSORT checklist
- Meta analyses (MAs)
 - JAMA User's Guides
 - QUOROM checklist
- Clinical Practice Guidelines (CPGs)
 - JAMA User's Guides
 - Conference on Guideline Standardization (COGS)

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3. Evaluate the Evidence

- Study results can be expressed in many ways:
 - Odds ratio (OR)
 - Relative risk (RR) or relative risk reduction (RRR)
 - Absolute risk reduction (ARR)
 - Number needed to treat (NNT) or harm (NNH)
- How data is presented affects clinicians perceptions of benefit of therapy
- Calculate NNT and NNH with 95% CI to help determine clinical significance of intervention

Ann Intern Med 1992;117:916-921.
BMJ 1995;311:1056-1060.

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4. Apply the Evidence

Will the results help me in caring for my patient?

- Can the results be applied to my patient?
- Were all clinically important outcomes considered?
- Are the likely treatment benefits worth the potential harm and costs?

JAMA 1994;272:1367-1371.
Evidence-Based Medicine 2000. Sackett DJ.

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5. Evaluate the outcome

- KEY to treatment success!
- Clinician and patient's goals and values
- Clinical goals may include symptoms, morbidity, mortality, cost-effectiveness...
- Clinician and patient's goals may *change* over time as disease progresses
- Practice based on sound evidence, but *individualize* therapy for your patient

JAMA 1994;272:1367-1371.
Evidence-Based Medicine 2000. Sackett DJ.

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Prepare your session

Body

- Follow a logical order
 - Level of evidence hierarchy
 - Clinical outcome hierarchy
 - Chronological
- Summarize the evidence
 - Purpose, methods (design, population, treatment allocation, intervention, outcomes), key results, conclusions
 - Appropriate level of detail

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Prepare your session

Transitions

- Summarize
- Paraphrase
- Solicit questions
- Solicit understanding
- Utilize graphics
- Utilize diversions

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Prepare your session

Conclusion

- Review focused clinical question
- Summarize available evidence
- General critique of evidence
- Explain how to apply evidence in context of other available data
- Provide clear recommendation for action and future studies
- Review session outline

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Utilize presentation aids

Powerpoint slides

- 'KISS'
 - *Keep it simple stupid*
- 'KILL'
 - *Keep it large and legible*
- Background
 - Use simple, 'standard' template throughout presentation


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Utilize presentation aids

Powerpoint slides

- Text
 - Consistent headings, font, size, color
 - Consider '6 x 6' rule
 - Use UPPER and lower case
 - Limit use of **bold**, *italics*, underlining
 - Avoid long titles, non-standard abbrev.
- Color
 - Contrast background and text
 - Avoid over-use, red letters, red/green

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Example

- Can you read this sentence?
- Can you read this sentence?
- Can you read this sentence? – 32 font
- Can you read this sentence? – 28 font
- Can you read this sentence? – 24 font
- Can you read this sentence? – 20 font
- Can you read this sentence?
- Can you read this sentence?
- Can you read this sentence?
- Can you read this sentence?

* If you can read this you are incredibly gifted and you should not be a pharmacist

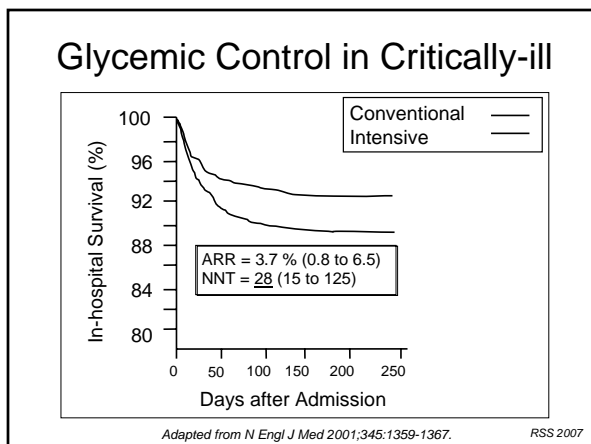
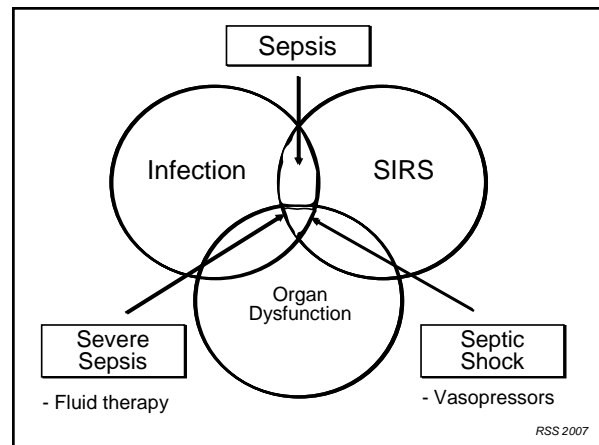
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Utilize presentation aids

Powerpoint slides

- Graphics
 - Choose the correct graph for your data
 - Scatter, bar, line, pie charts, org charts, etc.
 - Orient learner to axes and labels
 - Ensure readability and accuracy
 - Conventional symbols to save space
 - Diagrams, charts, cartoons, photos, maps
 - Embedded video or multimedia

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Utilize presentation aids

Powerpoint slides

- Custom animation
 - Use sparingly to provide emphasis
 - Over-use of 'special effects' is not special
 - Over-use may prolong presentation
 - Consider not 'hiding' material from audience
 - Avoid rehearse timings
- Embedded multimedia
 - Ensure technical capability/compatibility

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Utilize presentation aids

LCD remotes

- Ensure screen resolution settings
- Ensure projected size is optimized
- Ensure focus is optimized
- Rehearse with remote control
- Consider back-up bulb/projector

Laser pointers

- Rehearse, emphasize key points
- Consider back-up batteries

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Utilize presentation aids

Practical tips

- Select optimal presentation aid
- Simple, legible, professional appearance
- Capable, compatible technology
- Test prior and bring back-up supplies
- Rehearse with presentation aids
 - Integration
 - Timing and delivery
 - Do not block the audience view
 - Do not talk to the screen

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Setting the stage

Use of lecterns

- Prepare the lectern in advance
- Know the switches and buttons
- Anchor your feet
- Stand up straight
- Don't grasp/lean on edges
- Step outside of the lectern
- Use energetic gestures

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Setting the stage

Use of microphones

- Styles
 - Lectern, table, handheld, lavalier, lapel/clip-on, audience microphones
- Considerations
 - Volume determined by size of room, test prior to session, ensure consistent and tolerable volume throughout presentation (distance to mic, head turning, movement, etc.)

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Setting the stage

Use of speaker notes

- Disadvantages
 - Sacrifice eye contact and audience interaction, sound 'canned', lose your place, or lose your notes!
- Considerations
 - Organize carefully, large print, simple, key transitional phrases, difficult phrases, rehearse and improvise

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Setting the stage

Practical tips

- Arrive early
- Inspect room before presentation
- Ensure appropriate seating arrangement
- Test lighting, audio, visual, technical
- Consider 'back-up' plan
- Ensure introduction is available
- Greet/mix with group prior to session
- Distribute handouts/evaluations before

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Optimize your delivery

Overview

- Create atmosphere conducive to learning
- Satisfy information needs of learners
- Set definite goals and objectives
- Tell learners what you require from them
- Structure presentation logically
- Build and maintain interest

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Optimize your delivery

Overview

- Motivate adult learners to learn
 - *Social relationships, external expectations, social welfare, personal advancement, escape/stimulation, cognitive interest*
- Capitalize on experience of adult learners
- Use repetition to increase retention
- Make the presentation visual
- Use activity to promote involvement

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Optimize your delivery

Build and maintain interest

- Distribute handouts
- Keep moving while you talk
- Use nonverbal communication
- Use your voice effectively
- Show enthusiasm
- Vary the pace of your presentation

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Optimize your delivery

Build and maintain interest

- Incorporate learners names
- Personalize your presentation
- Tell anecdotes
- Show a sense of humor
- Use visual aids
- Incorporate music or video
- Mix up your techniques

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Optimize your delivery

Build and maintain interest

- Ask questions
- Use a team-training approach
- Encourage competition
- Conduct small group activities
- Deviate from your topic
- Take breaks

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Optimize your delivery

Persuasion

- Passion
- Personal Stories
- Savvy sequencing
- Repetition
- Listen to learners needs
- Important things last
- Call to action

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Optimize your delivery

Verbal sabotage

- Taglines
- Minimizers
- Wimpy words
- Apologies
- Jargon or Slang
- Long, complicated words
- Colorless words
- Sloppy speech



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Optimize your delivery

Vocal sabotage

- Non-words
- Volume
- Vocal problems
- Speaking rate
- Monotone
- Rising inflection ("up-talk")
- Being canned ("talking head")
- Losing your train of thought (going blank)



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Listen and stimulate questions

"One of the best ways to persuade others is with your ears...by listening to them"

- Dean Rusk

"Man's inability to communicate is a result of his failure to listen effectively"

- Carl Rogers

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Listen and stimulate questions

Definition

- *Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages*
- 'LISTEN' unscrambled is:

'SILENT'

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Listen and stimulate questions

Stimulating questions

- Have a positive attitude toward questions
- Understand the question
- Plant someone to ask the first question
- Ask questions if none have been asked
- Distribute index cards to write questions

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Listen and stimulate questions

Stimulating questions

- Don't discount or discourage questions
- Don't rush to fill in moments of silence
- Don't worry about questions that have no 'right' answer
- Thank learners for their questions

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Listen and stimulate questions

Types of questions

- Close vs. open-ended
- Fact-based
- Opinion-based
- Comparison-based
- Case-history-based

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Listen and stimulate questions

Techniques for asking questions

- Guided technique
- Overhead technique
- Relay technique
- Reverse technique

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Effectively handle questions

'ALaRAM' approach

- Anticipate and prepare
- Listen actively
- Repeat or rephrase
- AnsWER concisely
- Move on to the next question



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Effectively handle questions

Practical tips

- Involve everyone
- Show that you care
- Let the group help you
- Use humor
- Avoid power struggles
- Don't take resistance personally

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Questions
are
guaranteed in
life;
Answers
aren't.

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Session outline

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