

NEW INFO!

Please read carefully

Presenter Handbook



ASHP 2010 Summer Meeting
June 6 – 9, 2010
Tampa, Florida

Educational Services Division
American Society of Health-System Pharmacists
7272 Wisconsin Ave
Bethesda, MD 20814

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Table of Contents

YOU NEED TO KNOW THIS

	Page
New and Notable	1
Introduction	
How to Develop a Quality Program	2
ACPE Compliance	
Active Learning & Learning Assessment	2
Commercialism & Bias	3
Abstract	6
Slides and A/V	8
Financial Relationships	9
Hotel and Travel	10
At the Meeting	10
Contact Us	12



YOU NEED TO DO THIS

	Page
Presenter Data Collection	
Login Information	4
Personal Information	4
Session-Specific Information.....	5
Upload Documents	5
Appendices	
Appendix A: Sample Presenter Feedback Form	13
Appendix B: Sample Session Evaluation Elements	14
Appendix C: Sample Presenter Agreement	15
You and PowerPoint	16

New and Notable

- **ACPE Standards: An active learning strategy and learning assessment are required FOR EACH SESSION OBJECTIVE** (see page 2)

Attendees remember....

10% of what they **hear**

25% of what they **see**, and

90% of what they **hear and do**

- **NEW!** Due to space limitations, **only one position title and organization will be published on the Web, in the onsite program book, and in AJHP.** Presenters may include additional information in their biography.
- **EACH** presenter must submit an abstract.
- Copyrighted material submitted without permission **WILL BE DELETED BY ASHP STAFF** (see the ***Copyright Handbook***).
- All presenters are highly encouraged to use the slide template that will be emailed to you by ASHP.
- Presenters are not permitted to use a USB drive, CD, or personal laptop to deliver their presentation. ASHP will preload presentation slides in the session room. Changes to slides after submission to ASHP are not permitted.
- All funds will be disbursed as **HONORARIA ONLY** (Federal employees, see page 10).

Logos, Graphs, and Cartoons

Did you know?

- ACPE does not permit the use of company logos on every slide of a presentation.
- Most cartoons, graphs, and images downloaded from the Web are copyrighted.

Tips:

- Put your company logo on the first slide **ONLY**.
- Use royalty-free cartoons.**



**Read your *Copyright Handbook* for more information.

Introduction

Congratulations on being selected as a presenter for ASHP's 2010 Summer Meeting. Your participation is an important contribution to the profession and a great way to share your expertise with peers and colleagues. The Summer Meeting uniquely provides the opportunity for in-depth learning with its audience of largely seasoned practitioners and the high-level of CE offerings. Please keep these factors in mind as you plan your program. Skip the basics and focus on practical knowledge and skills that attendees can apply in their settings.

How to Develop a Quality Program

To support you in this, you are encouraged to complete the self-study CE program, *First Class Pharmacy Continuing Education: Developing and Delivering Quality Continuing Pharmacy Education Programs*, **Parts 1-4** prior to developing your program.

This self-study is available at: <http://www.ashp.org/virtual-ce/>

- Click **Web-Based Activities**
- Click **Education**

After the meeting, all presenters will receive evaluation feedback. Factors on which presenters will be evaluated can be found at the back of this handbook in Appendix A.

ACPE Compliance

Due to new ACPE standards effective January 1, 2009, **ALL CE PROGRAMS MUST INCLUDE AN ACTIVE LEARNING STRATEGY AND LEARNING ASSESSMENT FOR EACH PROGRAM OBJECTIVE.** The Accreditation Council for Pharmacy Education (ACPE) is the body that accredits ASHP as a provider of continuing pharmacy education. All sessions must meet ACPE standards for Continuing Pharmacy Education, including standards for active learning, learning assessment, commercialism, and bias.

Thank you for your understanding as we comply with ACPE Standards. Maintaining ACPE accreditation status is vital to ASHP's mission, and we are taking every precaution to protect that. If you would like more information, visit:

<http://www.acpe-accredit.org/standards/default.asp>

ACTIVE LEARNING & LEARNING ASSESSMENT

All CE programs are required to include an **active learning strategy**, as well as a **learning assessment** for *each* of your session learning objectives. The strategy must be appropriate for your session type as outlined in the table below. Contact your MPA if you are unsure of the activity type for your session.

Learning Assessment

Learning assessment includes feedback to learners on how well they have answered questions or completed a learning exercise, such as a case study.

Activity Type	Active Learning Strategy	Learning Assessment
Knowledge-Based	Self-Assessment Question: multiple-choice or True/False	Provide rationale for correct answers
Application-Based	Interactive cases or other skills-based exercises	Explain correct solutions to cases(s) or exercise(s)

Example: Application-based Session

Learning Objective	Active Learning Strategy	Learning Assessment
Given a description of a specific patient, develop medication regimen that reflects application of the best evidence and current guidelines.	Interactive case study. <i>(Note: Identify handouts that contain the case study and any other related material.)</i>	Solution to the case study with evidence-based references and current guidelines being applied.

If you don't know your session type or need assistance, contact your MPA or the Educational Services Division at: Educserv@ashp.org

COMMERCIALISM & BIAS

CE programs must offer an independent, equitable view of the topic and be free from commercial bias and promotion. To comply with ACPE standards, ASHP has changed its processes.

- **Presented materials will be reviewed by ASHP and modified as needed to comply with the standard.**
- The version that is reviewed and approved by ASHP is the **final** version to be presented and disseminated to attendees.
- You will have the opportunity to review the final version of your materials. Modifications cannot be made since there will not be time to go through the review process again. This version of your slides and handouts will be the final version to be presented and disseminated to attendees.
- Reviewed materials (slides, etc.) will be pre-loaded onto the computer in your session room on-site.

***Changes will be made ONLY if late-breaking information has become available, and will be made at the discretion of ASHP staff. In this case, please email educserv@ashp.org with your request and justification.*

Guidelines for Ensuring Compliance:

- Ensure that your program offers an independent, equitable, and free-from-commercial-bias view of the subject.
- Do not use commercial logos in presentation materials.
- **If you include a trade name, include all trade names by which the drug may be marketed** (you may exclude international trade names) in your presentation materials.
- Do not use headers or footers on your slides with the name of your company.

For further assistance, contact the Educational Services Division at: Educserv@ashp.org

Presenter Data Collection

Follow the steps below to successfully submit your session information and materials.

LOGIN INFORMATION

1. Log in to the Presenter Data Collection site:

Link: <http://www.softconference.com/Subs/ASHP/2010/Summer/Presenter/default.asp>

Username: the email address your MPA submitted for you

Password (Default): Last name (case-sensitive; the first letter is capitalized)

Example:

Username: jane.doe@ashp.org

Password: Doe

Note: Contact the Educational Services Division at: EducServ@ashp.org if you are unable to log in.

2. Read the Welcome Screen carefully for important information.

PERSONAL INFORMATION

1. Submit your personal details.
 - a. Click **Personal Details** in the left navigation pane.
 - b. Complete all required fields as indicated in **red** as it should appear in print.

Financial Relationships | Copyright Agreement | Recording Agreement

Financial Relationships

All presenters are required to disclose any financial or significant commercial relationship that may have a direct or indirect interest in the subject matter of the presentation. This does not apply to non-profit health systems, unless you work for a commercial entity within the non-profit organization. See page 9 for more information.

Copyright Agreement

You are required to say "Yes" to the copyright agreement. See your *Copyright Handbook* for more information.

Recording Agreement

ASHP intends to audio record all presentations at the meeting. Audio recordings may be used for any of the following:

- Archival purposes
- Sale to meeting attendees and those unable to attend the meeting
- Posting to the ASHP Website
- Other media as outlined in the agreement

Note:

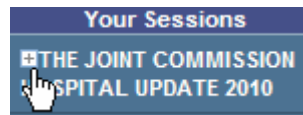
- The MPA, moderator, and all presenters are required to complete the recording agreement.
- **Presenters are not required to be recorded; however, if any presenter refuses, the entire session will not be recorded.**
- The agreement covers all audio and video throughout a presentation.

NOTE: Due to space limitations, **only one position title and organization will be published on the Web, in the onsite program, and in AJHP.** Any additional positions/organizations will be deleted. This includes multiple positions at the same organization. This information will apply to all sessions in which you speak. Please include any additional information in your biography.

- c. ****Click *Save & Continue* at the bottom of the screen when done.**** If you did not fill out all the necessary information, you will be prompted to go back and do so.
2. Submit your biography.
 - a. Enter your personal biography as it should appear in print (225 word limit).
 - b. Proof read your biography carefully. It will be shown on the Itinerary Planner as written.
 - c. ****Click *Save*.****

SESSION-SPECIFIC INFORMATION

1. Click the **the title of your session** under *Your Sessions* to expand the session.



2. Click **Review Session Details** to review important information regarding your session. Click **Continue**.
3. **Confirmation Page**
 - a. Carefully review the entire page to ensure all information is accurate and complete. Return to previous steps to correct any information if necessary.
 - b. ****Print the page for your records, then click *Submit*.****

UPLOAD DOCUMENTS

1. Click **Upload Documents** in the left navigation pane.
 - a. Upload abstract, presentation slides, and any additional documents for your session.
 - b. ****Click *Save/Upload*.****

SUBMIT YOUR W-9

Based on IRS guidelines, all MPAs and presenters receiving an honorarium must submit a signed W-9 form. Download the form at: <http://www.irs.gov/pub/irs-pdf/fw9.pdf>

- Send completed forms to: EducServ@ashp.org or fax to 301-634-5978
- Use the tax ID number if honorarium will be made payable to a company.

ABSTRACT

EACH PRESENTER MUST SUBMIT AN ABSTRACT

- You may not submit one abstract for all presenters within a program.
- The abstract must include learning objectives and self-assessment questions with answers.
- If you have more than one presentation in a session, **an abstract must be developed for each presentation.**

- Type your abstract in Word.
- Use Times New Roman (10 or 12 point) font.
- **Do not include graphs, tables, or illustrations.**
- Do not use special functions such as tabs, underline, trademarks, subscripts, and superscripts in the abstract.
- Special symbols, such as Greek letters, degree signs, and plus/minus symbols, must be spelled out.
- Proofread your abstract carefully, particularly doses, numerical values, and drug names. **ASHP will not edit your abstract.**

Title	Type your presentation title. Capitalize only the first letter of the first word in the title; all other words must be in lowercase letters, except in the case of a trade name or proper name (countries, etc.).
Primary Presenter	Type the primary presenter's name: last name first, first initial, and middle initial. Do not include titles or degrees
Mailing Address and Email Address	Type the primary presenter's complete business mailing address (including country). After the mailing address, type "Email" followed by a colon and the primary presenter's email address. Address must be an institution or organization. <i>IPA</i> will not accept abstracts using home addresses.
Additional Presenters	If there are other presenters, type each name on a separate line: last name first, first initial, and middle initial. Do not include titles or degrees. List up to four co-presenters (maximum)
Abstract Content	Limit abstracts to 400 words; one paragraph is preferred. Outlines and tables will not be accepted.
Learning Objectives	Type three learning objectives for the presentation, each learning objective on a separate line.
Self-Assessment Questions	Type three multiple choice or true/false self-assessment questions based on the learning objectives, each question on a separate line.
Answers	Type the answers on a single line. Keep answers brief.

LEARNING OBJECTIVES

Please prepare three learning objectives for your presentation and include them in your abstract. Without these objectives, ACPE does not permit ASHP to offer CE credits.

Consider:

- A learning objective describes what you want the *learners* to be able to do as a result of participating in your educational program. Do not describe what the *program* will do or say.
- Identify the behavior (by name) that will be accepted as evidence the learner has achieved the objective. The behavior may be verbal or nonverbal; however, it must be observable.
- Do not use abbreviations or acronyms in learning objectives (e.g. VTE). Instead, spell it out.
- Write observable, measurable, objectives.

Measurable

Describe
Explain
List
Identify
Compare

Not Measurable

Know
Understand
Learn
Grasp the significance of
Become familiar with

SELF-ASSESSMENT QUESTIONS AND ANSWERS

Develop one question/answer for each objective. Consider:

- Questions must be written either in multiple-choice or true/false format.
- Questions must be simple, clearly stated, and relate only to the educational objective for which they were designed.
- Pose the question in the affirmative; avoid the use of negative statements such as "not" and "except" because they often confuse the learner.
- Answer choices should be specific and distinct, and not overlap with the other answers.
- Avoid using the same or similar words in both the question and the correct answer as this may clue the learner to the correct answers.

Sample Abstract

Developmental stages of advancing technician practice: technician residency programs

Jensen, M. F.

University of Texas Medical Branch, 301 University Blvd., Galveston, TX 77555, USA. Email: mkilodpd@uzxy.edu

Thompson, R. W.

The history of hospital pharmacy practice and the evolution of the roles of both pharmacists and technicians are described. Over the past few decades, leaders in pharmacy have been moving toward the concept of pharmaceutical care, which is the realization that pharmacists must use their cognitive skills while delegating the technical aspects of pharmacy to technicians. Barriers that prevent the prompt advancement of technician practice must be addressed and/or eliminated for the survival of future pharmacy practice. The development and implementation of technician residency programs is presented to prepare technicians for the 21st century.

Learning objectives:

1. Describe at least two strategies to prepare technicians for future practice.
2. Explain how the roles of pharmacy will continue to develop in the 21st century.
3. Describe the benefits of a multi-step process in building technician training, use, and recognition.

Self-assessment questions: (True or False)

1. Pharmacy practice continues to evolve and now requires more cognitive services.
2. It is crucial that technicians realize that the patient is the ultimate justification/reason for pharmacy services.
3. The main components in building a multi-step technician program are training, education, utilization, and recognition.

Answers: 1. (T); 2. (T); 3. (T).

SLIDES and A/V

HIGH LEVEL

- ★ Our surveys have found that attendee satisfaction is tied to programming considered **high level**.
- ★ Summer Meeting participants are a mostly **seasoned** audience.
- ★ Consider **skipping or minimizing** basic / background information.

The best presentation provides your audience with state-of-the-art information; what attendees want most are **practical** insights, tips, and strategies to **take home and apply** in their practices.

PRACTICAL APPLICABLE

At the meeting, a roving AV technician will be available to assist you as needed in the session room. A presenter-ready room will also be available for presenters to preview visuals before the session. Please refer to the on-site Program Book for presenter-preview room location.

ASHP will provide educational session presenters with the following equipment:

- Computer with remote control to advance slides. **All presenters must use the computer provided in the session room.**
- LCD projector with screen(s) of appropriate size.
- Microphone
- Laser Pointer
- Floor microphone(s) for audience questions
- Table Microphone for presenter's table (if applicable)



AV requests can not be accommodated onsite. Additional audiovisual equipment for your session may have already been requested by your MPA.

Please consult with your MPA if you have any special AV needs by February 1.

REMEMBER: ASHP will pre-load your presentation slides on to the provided computer in the session room. **You will not be able to use your own laptop or upload your slides onsite.**

Final presentation slides must be received by the stated deadline.

If for any reason slides must be changed after submitting it to ASHP, presenters should please contact the Meeting Planning Associate prior to the meeting.

Changes to presentations after submission to ASHP are **strongly discouraged**. Slides should be an outline of the presentation – **not a script**.

To conform to ACPE guidelines, all slides will be reviewed for commercial bias.

Presentations will be audio-recorded and synched in real time with your slide presentation This recording will be offered for sale following the meeting. Therefore, do not use any material (cartoons, reports, charts, etc.) in presentations where copyright permission was not obtained.

If late-breaking information is released after submission of slides to ASHP, presenters should use a less specific slide and verbally announce the new information in the session.

ASHP will remove any master slide template information that refers to a company or institution.

Do not put the CE Session Code on any slides.

IMPORTANT...

Do not use photos, cartoons, videos, or recorded music unless you have obtained copyright permission. If the session is to be recorded, make sure that the copyright includes the recording and sale of the material within the context of the presentation. Please send ASHP copies of all copyright permissions to EducServ@ashp.org. Spell-check your slides before submitting to ASHP.

ASHP encourages presenters to **avoid error-prone abbreviations, symbols, and dose designations** as prescribed by the Institute for Safe Medication Practices. By using and promoting safe practices, we can better educate our peers and protect our patients. For a list of error-prone abbreviations, symbols, and dose designations to avoid in your presentation, please visit <http://www.ismp.org/tools/errorproneabbreviations.pdf>

Don't Forget....

Include for supplemental educational resources:

- A bibliography and resources attendees can use for further exploration of your topic.
- When possible and appropriate, take-away tools (e.g., checklists, templates) that participants can use on the job.

Participants really appreciate this!

Financial Relationships

ASHP requires that all prospective program faculty, planning committee members, and others in a position to control content for continuing education activities, disclose all relevant financial relationships with commercial entities whose products and/or services will be discussed during the session.

A "relevant financial relationship" exists if you (and/or your spouse/partner) are an employee, consultant, clinical investigator, author, shareholder, board member, speaker, or receive research support or other financial benefit in any amount, from an organization whose products and/or services are to be discussed in the session. You must disclose all such relationships that have existed within the past twelve months.

The financial relationship information you give here will be for *all* sessions you are participating in at this meeting. Prospective faculty members who refuse or fail to disclose their information in a timely manner will be disqualified from participation in the sessions.



ATTENTION: FAILURE TO DISCLOSE RELEVANT FINANCIAL RELATIONSHIPS IN A TIMELY MANNER MAY RESULT IN YOUR SESSION BEING INELIGIBLE FOR CONTINUING EDUCATION CREDIT.

HOTEL AND TRAVEL

You are responsible for making your travel and hotel arrangements.

- ASHP will provide you **complimentary meeting registration**. **Do not register yourself**. ASHP will complete the paperwork, and you will receive your confirmation shortly.



Your presenter confirmation letter specifies whether or not you will be receiving complimentary registration and honorarium. Please keep in mind that, ***if you are receiving full meeting compensation as an honorarium, you are responsible for your own expenses.***

Attention Federal Employees

ASHP is aware of the many guidelines and restrictions regarding reimbursement for employees of the U.S. federal government. Although submission of meals and incidental expenses receipts may not be required by your particular agency, ASHP REQUIRES YOU TO SUBMIT ORIGINAL RECEIPTS FOR ALL ITEMS YOU WISH TO BE REIMBURSED. This includes all meals, hotel, transportation, and parking. Since ASHP is NOT a federal agency, ASHP is subject to external auditors who require original receipts for all items for reimbursement. ASHP will only issue reimbursement for those items for which an original receipt has been submitted. Regarding maximum daily reimbursement rates, ASHP will adhere to guidelines per the U.S. General Services Administration ("G.S.A. Per Diem Rates") if required by your agency.

- **Make your own hotel reservations**

Please follow the link to the Summer Meeting page at <http://www.ashp.org/meetings> for updated information about reservation deadlines and other information.

- **Make your own travel arrangements.**

Association Travel Concepts (ATC) is the official travel agency for the ASHP 2010 Summer Meeting. For more information on their services, please follow the link to the Summer Meeting page at <http://www.ashp.org/meetings>.

AT THE MEETING

- All educational sessions, exhibits, and activities will be located at the **Tampa Convention Center**. You may pick up your badge and Program Book at Registration.
- Business casual dress is suggested for attendees for all meeting sessions, although presenters usually wear business attire. Since room temperatures in the convention center may be difficult to regulate, we suggest that you dress in layers to ensure your comfort at all times.
- Rehearse your presentation carefully and do not speak longer than your allotted time.
- If necessary, you may preview your visuals in the Presenter Ready Room (location will be published in the Program Book).

DELIVERING YOUR PRESENTATION

1. **Arrive at your session room 30 minutes before the start of the session** for a briefing with the faculty and staff monitor. Use this time to orient yourself to the podium, microphone, etc. An ASHP staff monitor will also be assigned to each session to assist with problems.
2. **Begin with a “grabber.”** Think of an attention-getting opening for your portion of the program. Some ideas for doing this include presenting an interesting or unusual fact, a thought-provoking quote, or a cartoon related to your topic. A personal experience illustrating the need for the information to be presented often works well.
3. **Volume:** Your goal should be to speak loudly enough to be easily heard but not so loud as to make it uncomfortable for participants to listen.
4. **Pace:** If your pace is too fast, your material will be hard for learners to absorb. If it is too slow, their attention may wander.
5. **Pitch:** Listeners favor lower-pitched voices; aim for the lower part of your range while remaining natural.
6. **Variety:** As you know, monotone voices can induce boredom; strive for a range of vocal variety to keep learner interest.
7. **Clarity:** Enunciate clearly so participants can easily understand you.
8. **Avoid distractions:** Increase your awareness of, and attempt to avoid, these behaviors that can distract participants from your message: fidgeting with clothing, hair, jewelry or other objects, shifting from foot to foot, excessive use of “um” and “ah” within your speech (if you need to pause to think, a silent pause is preferable). A steady but natural stance, while making eye contact with different audience members, if possible, is most effective.
9. **Avoid vocal fillers:** “Ah”, “um”, “you know”, “so”, throat-clearing, etc.
10. **End with a “bang.”** People remember best what they hear first and last. You’ve already done your “grabber” at the beginning. Make your ending count, too. Summarize the points you want your audience to leave with. Incorporate a way to make these points memorable, such as with an illustrated story, anecdote, or picture.

ALSO REMEMBER.....

- **It is important that you do not exceed your time limit.** When rehearsing your presentation, keep track of the time.
- Project your completed slides under conditions similar to those likely to be encountered in the meeting room. Again, examine each one critically and impartially.
- Rehearse your presentation with slides.

CONTACT US

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See You in Tampa!

Appendix A
Sample Presenter Feedback Form

Had rapport with the audience.
Had good eye contact with the audience.
In the opening, was clear about the importance of the presentation to the audience.
Session opening was attention-getting.
Used effective vocal variety (varied voice pitch, volume, pace).
Was effective in use of the following voice/speech elements: <ul style="list-style-type: none">▪ Pitch <i>Too high Too low Just right</i>▪ Volume <i>Too high Too low Just right</i>▪ Pace <i>Too high Too low Just right</i>▪ Clarity
If/when appropriate, made effective use of gestures.
If applicable, made effective use of visual aids, props, etc.
Avoided, or minimized, distracting behaviors
Session closing was effective.
Presentation was interesting.
Content of presentation was useful.

Comments:

1. What were the strong points of the presentation?
2. Were there distracting behaviors that the presenter should be aware of? If yes, describe.
3. Suggestions for improvement

Appendix B Sample Session Evaluation Elements

Please indicate your level of agreement with the attributes listed below.

Question	Strongly Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Strongly Agree 5	Responses
Content/skills will be useful in my practice						
Level of instruction is appropriate for me						
Program taught stated objectives						
Program was presented in an organized manner						
Content was current						
The session was effective in facilitating my learning						
The program was enjoyable						
I acquired new skills from this program						

2. How would you rate the level of commercial bias in this session?

Answer
Very Biased 1
2
3
4
Free of Bias 5

3. Please rate your overall satisfaction with this session.

Answer
Very <u>D</u> issatisfied 1
2
3
4
Very Satisfied 5

Appendix C Sample Presenter Agreement

By accepting our invitation to be a presenter for a 2010 Summer Meeting session, you agree to the following:

1. You agree to be accessible to ASHP staff by returning calls and messages from ASHP staff in a timely manner, within 48 hours whenever possible. If you will be away for an extended period of time, we appreciate your sending us your away dates.

2. You agree to meet deadlines. If you cannot meet a deadline, you agree to contact Educational Services staff and agree upon an alternate deadline.
Failure to meet deadlines without contacting Naomi Schultheis will result in the following:
 - a. *February 1, 2010 deadline (submission of various items):

⇒ 5% decrease in honorarium.

 - b. *April 1, 2010 deadline (submission of session materials):

⇒ 10% decrease in honorarium.

I understand and agree to the statements described in this agreement.

Signature

Date

You and PowerPoint™

As you prepare your slides for your presentation, we encourage you to do the following:

1. **Use Key Words**

Don't distract your audience by putting your entire lecture on the slides. Most people cannot read and listen to you talk at the same time. Your slides should be an outline of your presentation—not the presentation itself.

Use slides merely as **indicators** of what you have to present—to let your audience know where you are in a program. Use them like stepping stones to go from one topic to another; they are placeholders in your presentation. Your slides could include:

- The agenda and learning objectives
- Key points – use topic headers at the top of your slides
- Full-screen titles to announce major presentation transitions
- A closing assessment slide of the learning objectives

2. **Use Large Fonts**

Every word should be readable—even to the people at the very back of the room. If your audience can't read the words because they are too small, why put them on a slide? Most experts recommend a point size of 30-40 points and never less than 24 points. This will give you 15 to 20 words per slide at most.

Hint: Avoid text colors and background colors that have a low contrast ratio, such as red text on a dark blue background, or pale yellow text on a white background. These are nearly impossible to read, and they don't print well in handouts, either. Things that may look good on a small PC may not project well in a conference room.

3. **Use Original Charts and Graphs****

A good use of slides is for displaying graphical information—such as charts, tables, and graphs—the kind of information that is difficult to describe in words.

- Use charts and graphs that you have created yourself. Make sure they are large, easy to read, and illustrate the point for which they were created.
- Using **symbols or pictures** instead of words stimulates your audience to formulate meanings and listen more attentively to your words. It also enables you, the presenter, to be persuasive and authentic instead of mechanical.
- Some creative and bold presenters have successfully wowed audiences by not putting **any** words on slides, projecting nothing but pictures, which completely liberates—and compels—them to talk to the audience instead of reading a script. These bold presenters do provide handouts, however, so that audience members have access to your data.

****DO NOT USE COPYRIGHTED IMAGES, CHARTS OR GRAPHS WITHOUT OBTAINING PERMISSION.** See your Copyright Handbook for more information.

4. **Use Separate Handouts**

Handouts need not be just a copy of your slides—in fact; an excellent handout shouldn't have slides at all. Important information that you want your audience to take away with them to use in their practice should be in a Word document—not in your slides. Remember that your presentation needs to be tailored to meet your learning objectives - your handout should focus on those objectives.

Summary

Do your slides contain too much of your presentation? Are they, rather than YOU, the presenter? To find out, try giving your presentation without your slides. If you can do this successfully, you are probably an excellent presenter; you're using slides to serve you rather than control you—to enhance your presentation rather than to straitjacket it. Remember:

YOU'RE the presenter – *not* PowerPoint