

Presenter Handbook

*New and
Notable
Info
see page 3*



47th Midyear Clinical Meeting and Exhibition

December 2-6, 2012

Las Vegas, Nevada

To access the **Data Collection Sites**, as well as other helpful information, visit

http://www.ashp.org/Get_Involved



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NEW AND NOTABLE

- ACPE Standards: An *active learning strategy* and *learning assessment* are required FOR EACH SESSION OBJECTIVE (see page 4)
- 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.
- We now have a **Badge Name** field for your first name under “Presenter Details” in the Presenter Data Collection site. Still put your full first name in the First Name field, but if you have a different name (e.g. “Tom” for “Thomas”) that you would like to have on your meeting badge, then please put it in the Badge Name field.
- **EACH** presenter must submit an abstract.
- Presenters should use the slide template that will be provided by ASHP, available on the Get Involved at http://www.ashp.org/Get_Involved.
- Presenters are **not** permitted to use a USB drive, CD, or personal laptop to deliver their presentation. **ASHP will push out presentation slides** to the session room. Changes to slides after submission to ASHP are not permitted.
- Only those slides received by the deadline will be posted online and made available to attendees to print and bring to the meeting.



Slides received after the deadline will not be available to meeting attendees.

- ASHP does not provide handouts onsite. Attendees may download handouts online before and at the meeting.

ACTIVE LEARNING – required

Attendees remember ...

10% of what they **hear**,
25% of what they **see**, and
90% of what they **hear and do!**

- **\$** All funds will be disbursed as **HONORARIA ONLY** (Federal employees, see page 10).
Payment will be made after January 1, 2013. Your IRS 1099 Form will be issued in January 2014.
- Copyrighted material submitted without permission WILL BE DELETED BY ASHP STAFF (see the *Copyright Handbook*).
- Before you leave for the meeting, make sure you have your Program Chair’s cell phone number... and that they have yours.

Logos, Graphs, and Cartoons



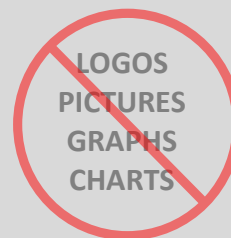
Did you know?

- 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.



Looking for specific deadline dates? Check your “Deadline Checklist”

INTRODUCTION

Congratulations on being selected as a presenter for ASHP's Midyear Clinical Meeting. Your participation is an important contribution to the profession and a great way to share your expertise with peers and colleagues.

This handbook provides important instructions on preparing materials related to your session. Also provided to you is a checklist to help keep you on track. If you have any questions, please contact the Educational Services Division at EducServ@ashp.org. We are here to help you in any way we can, but it is important that you adhere to the deadlines.

ASHP would like to stress skill development through sessions featuring dynamic, interactive instructional strategies. Many meeting attendees have come to expect and look forward to this in our educational programming. As a presenter, we would like you to keep this in mind as you plan your presentation.

Attendees can get basic content elsewhere. You, as a presenter, should help attendees see how they can apply your content in their practice.

ACPE COMPLIANCE

ASHP promotes quality education programs that are free from commercialism and bias. **ALL CE PROGRAMS MUST INCLUDE AN ACTIVE LEARNING STRATEGY AND LEARNING ASSESSMENT FOR EACH PROGRAM OBJECTIVE** in compliance with standards passed by the Accreditation Council for Pharmacy Education (ACPE). ACPE is the body that accredits ASHP as a provider of continuing pharmacy education.

As a presenter, you share ASHP's mission to provide the best educational programs for all attendees. Maintaining ACPE accreditation status is vital to ASHP's mission. If you would like more information about the standards, visit: <http://www.acpe-accredit.org/standards/default.asp>.

How to Develop a Quality Program

Please visit **ASHP's For Presenters** Website where you will find tools and resources to assist you in the development of a quality educational program reflective of ACPE Standards and ASHP's educational guidelines.

Visit: <http://www.ashp.org/ForPresenters.aspx>

ACTIVE LEARNING & LEARNING ASSESSMENT

All CE sessions are required to incorporate **active learning strategies**, as well as a **learning assessment** for *each* of your session learning objectives. Active learning strategies engage the audience in the activity and should be appropriate for your session type as outlined in the table below. Learning assessment involves feedback to learners on how well they have answered questions or completed a learning exercise, such as a case study. Contact your Program Chair if you are unsure of the activity type for your session.

If your activity type is...	A sample active learning strategy is...	And a sample learning assessment is...
Knowledge-Based	⇒ Self-Assessment Question: multiple-choice or True/False – current practices and or content-based	⇒ Verbally quantify audience response. Provide rationale for correct and incorrect answers.
Application-Based	⇒ Interactive cases or other skills-based exercises	⇒

Learning Objective	Example: Application-Based Session Active Learning Strategy	Learning Assessment
Given a description of a specific patient, develop a medication regimen that reflects application of the best evidence and current guidelines.	⇒ Interactive case study. (Note: Identify handouts that contain the case study and any other related material.)	⇒ 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 us 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 processes are:

- **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.

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.

Looking for specific deadline dates? Check your "Deadline Checklist"

A “relevant financial relationship” also exists if your institution or hospital received support or other financial benefit in an amount equal to or great than \$5000 from an organization whose products and/or services are to be discussed.

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.

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:

- All presenters, including the moderator and facilitators, 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.

W-9

ASHP must have a recent W-9 on file for all presenters receiving honoraria. If you have not submitted a W-9 since 6/1/11, have moved, or have had a name change, ASHP will need a new W-9. If you are uncertain when you last submitted a W-9 to ASHP, please submit a new one.

If you submitted a W-9 after 6/1/11, please provide us with the name and address of your W-9 on file.

Download the form at: <http://www.irs.gov/pub/irs-pdf/fw9.pdf>

- Use the W-9 Cover Sheet for Midyear 2012, found under Midyear 2012 Presenter Resources: <http://www.ashp.org/menu/Meetings/PresenterResources/2012-Midyear-Meeting.aspx>
- Email or fax the completed **cover sheet** and **W-9 form** to: fmdw9@ashp.org or **301-634-5944**
- If the honorarium is payable to an organization, use the organization’s information, including a tax ID number.

Looking for specific deadline dates? Check your “**Deadline Checklist**”

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.
- **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.

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).

Looking for specific deadline dates? Check your "Deadline Checklist"

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. Fill in this statement: “After completing this session the learner should be able to”
- Do not use abbreviations or acronyms in learning objectives (e.g. VTE). Instead, spell it out.
- Write observable, measurable, objectives.

Examples of Terms to Use for Learning Objectives					
After completing this activity, the learner should be able to...					
To Recall	To Understand*	To Use	To Analyze	To Synthesize	To Judge
Define	Compose	Apply	Breakdown	Arrange	Appraise
Identify	Compile	Calculate	Categorize	Construct	Choose
Label	Describe	Choose	Compare	Create	Compare & Contrast
List	Discuss	Demonstrate	Debate	Design	Conclude
Name	Explain	Employ	Determine	Develop	Evaluate
Recall	Express	Perform	Diagram	Extend	Justify
Recite	Give examples	Solve	Distinguish	Formulate	Select
State	Say in own words	Use	Outline	Prepare	Support

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.

SLIDES AND AV

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.

AV EQUIPMENT

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 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. Your slides will be pre-loaded.**
- 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 cannot be accommodated onsite. Additional audiovisual equipment for your session may have already been requested by your Program Chair.

PLEASE CONSULT WITH YOUR PROGRAM CHAIR IF YOU HAVE ANY SPECIAL AV NEEDS BEFORE June 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.**

SLIDES

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 Program Chair 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 meetingmaterials@ashp.org or Fax to 301-634-5907 (indicate exactly what the permission is for and the slide number). 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>

SUPPLEMENTAL EDUCATIONAL RESOURCES

In response to requests from meeting attendees for resources that provide more in-depth information about each educational presentation in an easy-to-use format, ASHP posts **Supplemental Educational Resources** on the ASHP Midyear Clinical Meeting Website approximately two weeks in advance of the meeting. We'd like **your** presentation to be part of this important resource as it will enhance attendee satisfaction for your session and the overall meeting.

Looking for specific deadline dates? Check your **“Deadline Checklist”**

YOU will upload this information electronically:

- Presenter biography if not already submitted (one paragraph not to exceed 250 words)
- Additional handout material (such as work sheets, forms, checklists, policies, charts, etc)
- Bibliography or reference list
- PowerPoint™ Slides

Don't crowd your slides!
ASHP will include any additional resources sent to us with your session handout.

PAPER HANDOUTS

THINK GREEN! But if you still want to distribute paper handouts at your session, you are responsible for copying and shipping an appropriate number. ASHP does not provide copying services at the convention center, nor can ASHP print additional copies if the amount you provide is insufficient.

HOTEL – TRAVEL – MEETING REGISTRATION

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

Meeting Registration

- If you are eligible, ASHP will complete the paperwork – **DO NOT SELF-REGISTER.**
- You will receive confirmation of your registration after September 1.
- Complimentary registrations are for this meeting only and are non-transferrable.

Make your own hotel reservations

Please follow the link to the Midyear Clinical 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 Midyear Clinical Meeting. For more information on their services, please follow the link to the Midyear Clinical Meeting page at <http://www.ashp.org/meetings>.

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.

AT THE MEETING

- All educational sessions, exhibits, and activities will be located at the **Mandalay Bay**. 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).

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DELIVERING YOUR PRESENTATION

1. **Arrive at your session room 30 minutes before the start of the session** for a briefing with the faculty and the ASHP staff monitor. Use this time to orient yourself to the podium, microphone, etc. The ASHP staff monitor will be able to assist if you have any questions or 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.

FINAL REMINDER



All details related to the 2012 Midyear Clinical Meeting must be finalized by September 24, 2012. This includes AV, room sets, supplies, slides, etc. After this date, only emergency speaker changes can be accommodated.

Also note, ASHP Educational Services staff depart early for the meeting and will have limited availability to provide extensive assistance in the week(s) leading up to the meeting. This is why it is so important to have all of your details finalized early. In November, you will be sent instructions which will include how to reach an Educational Services staff member on site in Las Vegas.

Looking for specific deadline dates? Check your “Deadline Checklist”

CONTACT US

ASHP Educational Services Division

7272 Wisconsin Ave

Bethesda MD 20814

e-Fax 301.634.5907

Questions/Inquiries: EducServ@ashp.org

Session Materials: meetingmaterials@ashp.org

See You in Las Vegas!

Active Learning Strategies

Polling

Get to know your learners by asking about who is in the audience. Examples: "By a show of hands, how many clinical specialists are in the audience?"

- How many directors?
- How many from small/rural hospitals?
- How many from the west coast?
- How many have implemented an informatics program before?
- How many have some experience with medication reconciliation?"

Choose factors about the audience that are relevant to your topic and poll so that you and your learners can see who is there. Polling can ask questions about what the learners are doing related to the material. Relate the responses to the polling questions to the session topic.

Examples:

- "How would you describe your level of implementation of medication reconciliation processes? High? (show of hands) Medium? Low? Today you'll learn how to increase the implementation of these programs."
- "How many of you have an emergency pharmacist in your ED?" How many are full-time? How many are more than half-time? How many are less than half-time? In today's session we'll show you how to get support for increasing pharmacist time in the ED."

This method can be used with an electronic Audience Response System (ARS) or with the "low-tech" version: hand-raising.



Questions / Quizzes / Tests / Games

Ask multiple-choice or true/false questions. Have participants raise their hands for the different response options or simply have them note their answer privately, then provide the answer. Questions can be used at the beginning, during and/or at the end of a session. Pre- and post-test questions can be used to start and end a session. Questions can be turned into a game such as "Jeopardy" by giving the answer and asking participants to identify the question. An example of a question used at the 2008 Summer Meeting Joint Commission session by speaker Darryl Rich was:



"For MM.2.20 – Medication Storage, which of the following was the top compliance issue scored on 2007 surveys:

- Refrigerator temperature checks
- No policy on how medications handled from removal/dispensing to medication administration and returned if not used.
- Medication Security
- Narcotic Control & Wastage"

A "Jeopardy" question in a session on active learning strategies was:

The answer is: "A hand-raising activity good for engaging an audience at the beginning of a session."
The question is: "Polling."

Self-Assessment

Have the participants complete a self-assessment tool that gives them insight into their current knowledge or skill level and helps them identify their need for the information the session will be covering. The tool can be formal (a commercially available instrument, such as the "Insight Inventory" for leadership skills (*Insight Institute, Inc.*) or an informal self-created scale that may, for example, ask participants several questions about their level of skill or experience in different aspects of your topic. For example, an informal self-assessment of presentation skills asks participants to rate their level of agreement with statements such as, "I make appropriate use of gestures when appropriate." and "I make eye contact with audience members."

Interactive Scenario

A scenario describes a situation to be effectively resolved, requiring the skill(s) being taught in an educational program. The participants discuss what they think should be done in the situation. An expert gives feedback to participants. Participants can discuss in small groups, then report their ideas to the whole group. You, as the expert, give feedback on whether or not their ideas are likely to be effective. In addition, fellow participants can share experiences and feedback.

For example, for a program for supervisors on performance appraisal skills, describe a problem employee and ask how they can be most effectively managed during their performance review.

Application Exercise

In an application exercise, participants are asked to apply, or think about how they will apply, what they have learned. Participants may do this type of exercise independently, such as by filling out a worksheet designed beforehand for this purpose, or they can be asked to discuss it with others near them.

For example, participants can be asked to list challenges and obstacles they may face and strategies for overcoming the obstacles when implementing an informatics project, or they could form small groups and list steps they will take to apply something in practice that they have learned in the session. An advantage of working with others is that participants can brainstorm together and hear different perspectives.

Interactive Case Study

Present a case in which you ask the participants to answer questions about the patient and their treatment. For example, what information do they need about the patient? What treatment do they recommend? How would they handle new developments in the case that you describe to them?



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You and Your Presentation

Your slides should *serve rather than control you*. You're an excellent presenter; even so, PowerPoint can hijack your presentation. You don't want that to happen. With that in mind, here are a few ideas to liberate you to give your best presentation ever.

- Your audience consists of bright, well-educated people. Never read your slides to your audience. They can read the words on your slides much faster than you can speak them. This difference only serves to jumble your information in their brains, resulting in them remembering less of it.
- Every slide should have very few words – that can be read from the back of the room.
 - Use **between 15 – 30 words per slide**
 - Use **6 lines or less** of text per slide
 - Your point size should be **large**. In a large conference room, the size of your words – depending on the font – should be from **30 to 40 points!** Never less than 24 points regardless of the font type.
 - Avoid text and background colors that have a low contrast ration, such as – red text, dark backgrounds, or pale yellow text on a white background.
- Use slides merely as indicators of what you have to present – to let your audience know where you are in the program. Use them like stepping stones to go from beginning to topic to another.
 - The agenda of your activity
 - Full-screen title slides to announce major presentation transitions
 - Headings and titles at the top of your slides
 - Active learning activities – questions (polling, multiple choice), brief case scenarios, and the answers
 - Summary and Conclusion slide(s) – what was addressed and overall points to take away.
- Additional Pointers:
 - A good use of slides is for displaying graphical information – the kind that is difficult to describe – but that is large enough to be seen by your audience.
 - Incorporate pictures when appropriate – to add interest, reinforce themes, or incorporate humor.
 - Effective use of a figure or picture – rather than words – keeps your audience engaged. Show in a few seconds what could take minutes to explain.
 - Copyright permissions as appropriate and submit to meetingmaterials@ashp.org
 - Spell check the slides

**In spite of all this – if your charts are too detailed and tiny for your audience to read,
Please ask yourself, "Why am I showing them?"**

Summary

Your PowerPoint presentation is finished and ready to submit to ASHP. Now, ask yourself these last two questions:

1. Do my slides contain just the right amount of information to guide the audience through my session?
2. Will the person in the back third of a packed convention room be able to see the information I have on my slides?

If you have answered "Yes" than you are on your way to an optimizing the educational experience for your attendees! Please remember to share your PowerPoint slides with all presenters in your session. If you have any questions or need further information, do not hesitate to contact the Educational Services Division at EduServ@ashp.org