

Public Speaking Advanced Life
Support (P-ALS):
Resuscitating the Art of Effective
Public Speaking Skills for Pediatric
Trainees

May 2nd, 2008 11am - 1pm

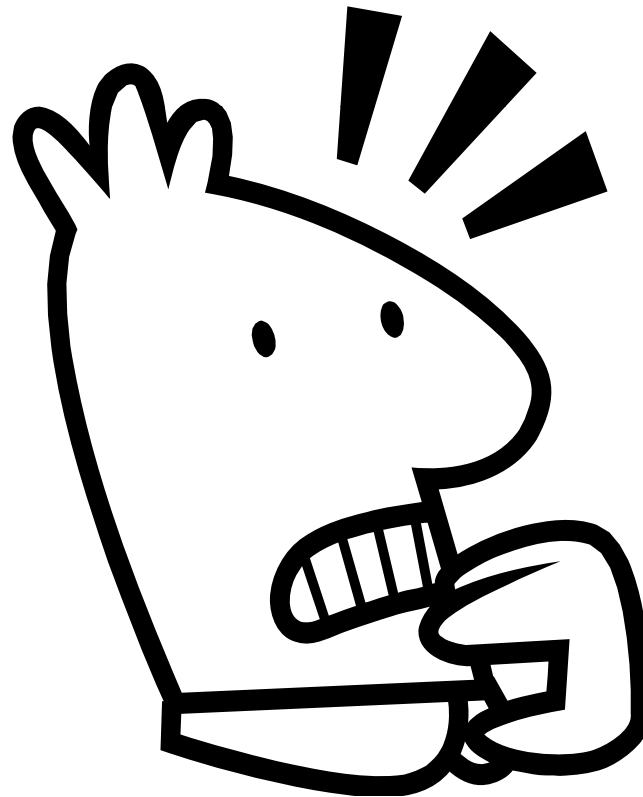
APPD Annual Meeting – Workshop

Honolulu, Hawaii

Disclosures

- Financial: None
- Off Label Use of Public Speaking: No
- Happy to be in Hawaii: **You betcha'!**

“What? Me speak in public: what if somebody sees me?”



Workshop Learning Objectives:

- Summarize basic concepts of **effective public speaking** and the importance of these skills as a **core competency** for all pediatricians

Workshop Learning Objectives:

- Describe an **existing** longitudinal **curriculum** for public speaking training for pediatric residents and consider **application to other training programs**

Workshop Learning Objectives:

- Apply **existing feedback tools** to improve **explicit feedback** to speakers

Workshop Outline

- Introduction
- Overview of public speaking and ACGME Competencies
- Overview of Curriculum
- Viewing Videos/Providing feedback through use of tools
- Discuss applications/barriers for participants

Public speaking for physicians

- Not routinely practiced in day-to-day clinical medicine
- Few physicians are trained
- It is an acquired skill
- There is always room for improvement

Literature

- Limited for Physicians
- Limited on Teaching Specific Skills
- Limited on Effectiveness/Outcomes
- Nursing Literature
 - Basic Skills

Why should we teach this skill?

- Research presentations
- Job opportunities
- Career advancement
- Handling one's self in the public eye
- Dissemination of Knowledge
- **We have to sit and listen!**

One more reason why we should teach this skill...

- It is an opportunity to fulfill an ACGME requirement
- Addresses core competencies in:
 - Interpersonal and Communication Skills
 - Practice-Based Learning and Improvement

Interpersonal and Communications Skills

- Residents must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and professional associates.
- Communicating effectively with physicians, other health professionals, and health related agencies

Assessment of Interpersonal and Communications Skills

- Global Rating of Live/Recorded Performance
- Checklist Evaluation of Live/Recorded Performance
- Peer evaluation

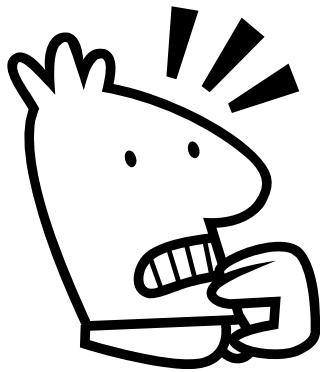
Practice-Based Learning and Improvement

- Residents must be able to **use scientific methods and evidence to investigate, evaluate,** and improve their patient care practices.
- **Actively participating in the education of patients, families, students, residents, and other health professionals**

Assessment of Practice-Based Learning and Improvement

- Participation in Rounds and Conferences (including Resident Presentation of Cases/Topics)
- Peer Evaluation
- Global Rating of Live/Recorded Performance

How to get from here to there!!!



Keys to success

- Effective preparation
- Having an **action plan** is the first step
- Can and should be incorporated into physician training

Thursday Resident Seminar Series

- “Baldwin Talks”
- Origins
- Objectives
 - CME
 - Feedback
- Formalized Curriculum

Curriculum Learning Objectives

- By the end of three years able to:
 - Identify topics
 - Write learning objectives
 - Literature search and synthesis
 - Participate in self-assessment, receive feedback
 - Internalize feedback, demonstrate progress

Resources

- Orientation Series Lecture
- Website
 - Guidelines for preparation
 - Tips
 - FAQ's
- Archived Slides
- Observation of Peers

Website

CurrentThursdaySchedule - Microsoft Internet Explorer

Address: http://mayoweb.mayo.edu/peds/CurrentThursdaySchedule.html

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Department of Pediatric & Adolescent Medicine

Resident Presentations, Faculty Development Series

Schedule of Upcoming Thursday Noon Conferences

| Date | Title | Speaker |
|------------------|---|--|
| October 5, 2006 | No Conference | |
| October 12, 2006 | Thursday Noon Pediatric Resident Conference: Port Wine Stains | Amy Good, M.D. PL-3 Resident |
| October 19, 2006 | Thursday Noon Conference: Association of Breast and Ovarian Malignancy in Adolescence | Yasmin L. Jayasinghe, M.D. Visiting Research Fellow |
| October 26, 2006 | Thursday Noon Pediatric Resident Conference: | Tara Lang, M.D. PL-3 Resident |

Click here for past dates

Click here for more upcoming dates

William A. Silverman, M.D. 1917-2004
A pioneer in neonatology, he conducted one of first NIH sponsored clinical trials while still a pediatric resident

[A Resident's Guide to Presenting Thursday Noon Conferences](#)

[Developing Learning Objectives](#)

[Useful Verbs for Learning Objectives](#)

[Evaluation Form for Resident-Presenter to Complete after Feedback Session](#)

[Link to Friday Morning Conferences](#)

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Preparation

- Choice of Topic
 - Latitude
 - List of previous topics
 - Approval process
- Advisor (s) selection
 - Content
 - Format

Preparation

- Learning objectives
 - Guidelines for preparation
 - Requirement for CME
- Submit Title
- Practice
 - Presentation
 - Use of AV equipment

Presentation

- Thursdays at Noon
- Attendees
- CME credits offered
- Introductions
- Good Food
- GREAT TALKS!

Feedback

- Evaluation Forms for attendees
- Feedback Meeting for presenter
 1. Review previous goals
 2. Review feedback forms
 3. View video clip, slides
 4. Set new goals
- Resident Survey – after completion

Competence

- No defined standards
- Demonstrating Progress
 - Good → Great
 - Nervous → Calm
 - Procrastination → Advanced Prep
- Future Possibilities
 - Outcomes Research
 - Resident Scholarly Activity

Video Clips

Additional Information on Effective Public Speaking Skills

Role of the mentor

- Assist with development of the subject matter
- Guide and instruct along the way
- Advice on presentation skills
- Assessment and feedback

Effective preparation

- Knowledge of subject
- Knowing the audience
- Appropriate organization of material
- Learning differing ways of presenting information according to the end goal
- Using visual aids effectively
- Improving use of language

Practice

- Practice
- Make mistakes and learn from them
- Practice again
- Develop a style and recognize what works
- Practice some more
- Develop a degree of comfort

Encourage active learning

- Influence attitudes and behaviors
- Adult learners take ideas and compare them with their own experience
- Introduction and conclusion are the most important
 - Develop these first
 - Ensure that they are emphasized

Involving the audience

- Converse with the audience
- Show enthusiasm
- Proceed at even pace
- Be aware of time!

Involving the audience

- Develop effective speaking skills
 - Vocal techniques
 - Clarity
 - Enunciation
 - Avoid the use of “fillers”
 - Eye contact
 - Hand gestures

Use of Visual Aids

- Visual aids should complement the presentation
- Speaker is the central force – not the visual aids
- Talk to the audience – not the slides