

Professional Development: Presentations and Posters

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Objectives

- Discuss components of being an effective presenter.
- Discuss ways to improve your PowerPoint presentation.
- Discuss how to develop a poster for a professional meeting using PowerPoint.

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Have presented to an audience of greater than 50 people at one time?

- Yes
- No

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Have you done a presentation at a professional conference?

- Yes
- No

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Key Steps to a Quality Presentation

- Research your audience
- Structure your presentation
- Practice, practice, practice
- Calm your nerves
- Stop working on it

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Spend Enough Time on Presentation

- Takes time to prepare a presentation
- Conferences presentation can take 3-4 hours, for 10-minute presentation
- Takes longer when you are new

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Consider Your Audience

- Make presentation relevant to audience
- Think about following questions
 - Who am I addressing?
 - What do I have to say?
 - What do I want my audience to know?
 - What would my audience want to know?

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Consider the Listener

- Content
- Clarity & organization
- Style and delivery
- Expertise

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A Good Presenter....

- Knows their topic
- Uses appropriate audio-visual (AV) materials
- Doesn't memorize, use notecards, or read the slides
- Practices, practices, practices
- Keeps the audience focused and interested
 - Speaks slowly, loudly, and clearly
 - Remembers to breath
 - Uses personal experiences
 - Does not use jargon, abbreviations, acronyms
 - Avoids ummm's or other time fillers too much

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...A Good Presenter

- Engages the audience
 - Keeps eye contact with the audience
 - Asks questions of the audience
 - Uses physical movement
 - Avoids negative body language
- Allows time for Q&A
- Does not exceed time allotted for talk
- Is prepared to shorten presentation if needed

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Presentation

- Introduces audience to a new subject
- Provides an overview or synthesis
- Conveys facts or statistics
- Addresses large groups
- Make a logical structure that is like a good story
 - Beginning: context of presentation
 - Body: develop main points.
 - Conclusion: summarize main points, take home message.

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Structuring the Presentation

	20-minute Presentation	30-minute Presentation
Opening	2	2
Body	12	20
Closing	3	3
Questions	3	5

Allow 1 minute per slide

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Making a Presentation More Active...

- Remember that individuals retain:
 - 20% of what they hear
 - 30% of what they see
 - 50% of what they see and hear
 - 70% of what they see, hear, and say
 - 90% of what they see, hear, say, and do

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...Making a Presentation More Active

- Slides
- Cases
- Videos
- Ask questions of the audience
 - Rhetorical
 - A few comments
 - Audience response systems (ARS)

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Considerations for Virtual Presentations...

- Adequate lighting
- Right background
- Know the technology
- Play to the camera
- Stand up or lean forward when sitting
- Be animated
- Pace yourself

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...Considerations for Virtual Presentations

- Sound check
- Plug into modem if possible
- Incorporate redundant systems
- Engage participants/attendees
- Have someone else check the chats
- Evaluate and enhance
- Be yourself and have fun

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How to Start

- Plan the content
- Select A-V materials

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Types of A-V Materials

- Power Point Slides
- Handouts
- Videos
- Flipcharts
- Whiteboards

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What's the message?

- A simple thought
- A very complex thought that seems to run on a bit but has something to say



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Clarity

- Key point/line
- Simple words
- Build ideas
- Cues, not full thoughts OR
- Phrases not sentences

NOT.....

- You do not want to put all of your information into one slide and then read the slide which will be boring to the audience.

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Bullets and Indentation

- Primary thought
 - Secondary thoughts
 - Tertiary thoughts
 - Quaternary thoughts
- **Use bullets to show a list without**
 - Priority
 - Sequence
 - Hierarchy

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Font

- **Arial**
- **Times New Roman**
- *Brush Script MT*
- **Comic Sans MS**
- **Antique Olive Compact**

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Font size

- 16 point – can you read it?
- 20 point – can you read it?
- 24 point – can you read it?
- 28 point – can you read it?
- 32 point – can you read it?
- 40 point – can you read it?
- **48 point – can you read it?**

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Line spacing

- How much space is enough between lines or paragraphs?
- How much space is enough between lines or paragraphs?
- How much space is enough between lines or paragraphs?

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Color . . .

- High contrast
 - Receding background
 - Foreground stands out
- Sets the mood
- Sets the image (corporate)
- Use no more than 2 colors for text



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Color & Emotion

- **Red**
 - Heightens emotions: warning, danger, financial loss
- **Blue**
 - Calms: conservative approach
- **Green**
 - Stimulates interaction: shows growth
- **Pink + powder blue**
 - Nursery
- **Orange with black**
 - Halloween

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Graphics

- Use as memory cues
- Don't overuse
- Don't distract from your message
- Use to enhance your point



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Animation

- Keep animation to a minimum
- Keep it fun

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Examples of What Not To Do

Keep It Simple (Text)

- Too many col urs
- Too *Many* Fonts and Styles
- The 6 x 7 rule
 - No more than 6 lines per slide
 - No more than 7 words per line

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Animation

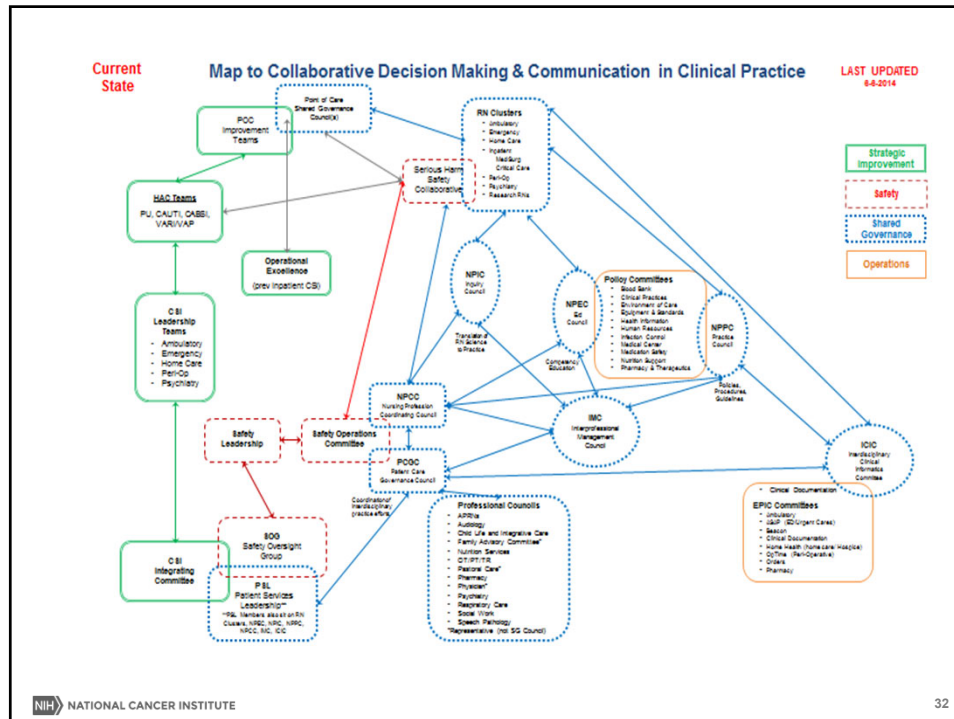
Don't use animation effects that are too distracting.....

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Boring, Generic Title

- I am writing down everything I could possibly say about this slide
- Resulting in me reading all the text out loud
 - But hey, that means I do not have to make any eye contact whatsoever with my audience
 - Yippee
 - Why is that person yawning over there?
 - I just love the script font, don't you?
 - I just love this background color, don't you?
- Could this possibly get more lame?
 - I should cut and paste some text here but I don't know what to copy from the internet
- If I bore everyone long enough, there will be no time for questions – yippee!
- I hope no one notices that I wish I were dead
 - Oh well, only 50 more minutes of this!

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PRACTICE, PRACTICE, PRACTICE

- Practice on your own (get timing right)
- Practice giving it to each other.
- Write out the full text you want to say.
- Forces you to think of every aspect
- Helps you commit parts of your presentation to memory
- Make notes of key points and use those during presentation. BUT don't read a script, or always look at the projection screen.

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Dealing with nerves

- Be prepared
- Deep breathes
- Pace yourself
- Engage with your audience
- Have a Plan B
- Prepare for questions

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Navigating Question-And Answer Period

- Anticipate possible questions
- Repeat question
- Answers should take 1-2 minutes
- Do not bluff
- Do not get confused
- You are not supposed to know everything
- Anticipate and keep answers ready

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Have you had a poster at a professional conference?

- Yes
- No

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Poster Content

- Title
- Authors/Institution
- Sections can be similar to your outline
- References
- Contact Information
- Acknowledgements

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Using PowerPoint for Posters

- Know the poster size and orientation
- Poster reads from top left to bottom right
- Slide Setup:
 - Use **ONE** slide in PowerPoint
 - Page size of that slide must be the desired print size
 - You must do this step before you create your poster
 - Use a **1 inch** margin around the edges of the poster

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Poster Message

- Is the subject matter clear and concise (text short, content rich)?
- Is there a logical flow to the information?
- Can you find relevant information easily?
- Is the text readable (linguistic difficulty / does it have too much jargon)?
- Is the text legible (font, size, colour and spacing)?
- Is there too much/little data?
- Does the title bar include the authors' names, and the University identifier?

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Poster Appeal

- Are the key graphics large enough to be seen from 3 meters away?
- Are the graphics attractive, relevant and appropriate?
- Is there adequate clear space?
- Are sections clearly defined?
- Have items been aligned?
- Have you considered: number of graphics, use of color, font size and type

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Font Size

- Text large enough to read
- Title: 72-120
- Subtitle: 48-80
- Section Headers: 36-72
- Body Text: 24-48

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Poster Design

- Design should enhance reading and attract
- Don't over-design poster
- Edit text several times
- Graphics- self explanatory
- Make sure take-home message is explicit
- Photos
- Use light color background
- Only 2-3 different colors
- Graphics 'heavy'
- Text 'light'
- Balance Black and White Space:
 - 20-25% text
 - 40-50% graphics
 - 30-40% empty space

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All Ireland NCI Cancer Consortium (NCICC) Clinical Trials Training Program for Nurses on the Island of Ireland

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SIGNIFICANCE and BACKGROUND

In 1999, the governments of the United States, the Republic of Ireland, and Northern Ireland established the All Ireland National Cancer Institute Cancer Consortium (NCICC) with the purpose of progressing the cancer research agenda on the island of Ireland. As part of the infrastructure of the consortium, a Nurses Working Group (NWG) was established to facilitate and assist in implementing collaborative educational opportunities for nurses. Working group members from All Ireland and the NCI made recommendations in the following areas:

- improve the scope of cancer care and clinical trials
- provide continuing education activities through video conferencing
- promote consortium activities through an established web-site and newsletter
- plan future activities including nursing research and dissemination through presentations and publications.

As clinical trials became more prevalent on the island of Ireland, health care leaders identified that increased training was needed for nurses who coordinate or care for participants on clinical trials. Therefore, one of the initial actions of the NWG was to plan a clinical trials training program for oncology nurses from the island of Ireland in partnership with the National Cancer Institute, and the Clinical Center, National Institutes of Health.

CLINICAL TRIAL TRAINING (CTT) CURRICULUM

The curriculum evolved over time to accommodate new experiences to meet the overall program objectives as well as meeting the attendees' objectives. The initial program was 3 months duration but as the experience in clinical trials has increased on the island, the duration is now 6 weeks.

General

- Tour and overview of the NIH and NCI
- Overview of the NCI/NIH Ireland Consortium
- Library tour
- Dedicated time in library/PubMed
- Attend Center for Cancer Research (CCR) continuing education sessions (Brown Bag Lunch, Nursing Grand Rounds, Abstract writing, Journal Club, etc.)
- Time with Genetics research nurse/genetics clinic

Learning more about the NCI

- Meeting with staff from NCI's Office of Cancer Communication
- Meeting with nurses from the NCI's Division of Cancer Prevention
- Meeting with staff from NCI's Office of Cancer Complementary and Alternative Medicine

Research specific

- 11 on-line self-learning clinical trial modules (in lieu of research course offered the first few years of the Program)
- Preceptor experience (assigned based on interest and current position)
- Protocol development exercise/analysis
- Attend an IRB meeting with post-meeting discussion
- Attend part of the NIH Research Ethics course
- CTEP workshop
- Nursing research: meeting with nurse scientist (NINR and/or CO)
- Role of advanced practice nurse in Clinical Trials Informatics and Clinical Trials
- Clinical Data Management at the CCR
- Patient recruitment: meeting with CCR outreach coordinator
- Developing clinical trial SOPs: meeting with CCR QA Officer
- Spend 1 week at an NCI-designated cancer center, Lombardi Cancer Center in Washington, DC (new in 2010)

SUMMARY

Between 2002-2010, 20 nurses from the ROI and NI have visited the NCI to attend workshops and seminars on conducting clinical trials.

Immediate post-program evaluations have been extremely positive. All curriculum activities have been rated either a 4 or 5 (based on a 5-point Likert scale).

- "The NCI is a great place to witness and really understand the bench to bedside approach. The experience also supports staff in developing leadership and confidence. Nurses are being asked to share their work nationally." *Ruth Boyd-Belfast City Hospital*
- "The NCI was as much for me a life experience as a professional one-people opened their hearts, their minds and their homes to us." *Eileen Hanley-Dork University Hospital*
- "It was a great experience and provided me with skills I have continued to use in the workplace." *Naomi Hill*

EVALUATION & DISCUSSION

In 2008, the NWG conducted an evaluation of the 6 years of the programme. Data was collected from a range of stakeholders – the CTT participants (n=15), their managers (n=8) and the programme leaders (n=3) using survey, focus groups and interviews as well as existing programme evaluations. Findings showed an overall outstandingly positive evaluation for the NCI/NIH Ireland CTT programme. The programme is highly valued by both participants and their managers and in some cases has assisted in career advancement of participants. It has also been a responsive programme in its flexibility and adaptation since its inception. In addition, the findings offer mechanisms for building further on the programme so as to maximise the outcomes for both participants and their places of practice.

Based on the positive feedback, the Consortium group has agreed to continue the CTT program and in 2010 revised the program based on participant evaluations. The NWG will continue to promote activities and advance knowledge through newsletter, website, telesemy activities, and publications.

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Incorporating Principles of Clinical Research and Clinical Trials into Baccalaureate Nursing Education: Rationale and Formative Research Results

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SIGNIFICANCE and BACKGROUND

The majority of the general public believes that clinical research (CR) is important, but less than 6% of medically eligible adults with severe, life-threatening illnesses participate in a clinical trial. As health care becomes increasingly evidence-based, as the settings in which CRCT expand, and as more patients gain access to CTs, it will become imperative that nurses possess the requisite skills and knowledge to safely care for patients participating in CRCT.

Although the baccalaureate curriculum has included nursing research since the 1970s, much of the focus has been on teaching the research process. With the introduction of the Institute of Medicine competencies for health professionals and subsequent revision of the American Association of Colleges of Nursing Essentials of Baccalaureate Education, schools are beginning to revise their curricula to include evidence-based practice. This shift away from teaching the practice of research and toward the use of research provides an opportunity to strengthen CR/CT content in the baccalaureate curriculum.

IN-DEPTH INTERVIEW RESEARCH RESULTS

FACULTY (n=9)

- CR/CT content is not considered a high priority for inclusion in baccalaureate curriculum
- Main drivers for baccalaureate curriculum change:
 - NCLEX
 - JACS Baccalaureate Essentials
 - Nurse employers
- Increased emphasis on evidence-based practice and finding the evidence
- Consider CR/CT to be an important subject, although barriers are challenging:
 - competing curricula priorities
 - lack of faculty interest/skills
 - low demand from employers
 - low demand from students
- New baccalaureate graduates lack CR/CT skills
 - not prepared to oversee care for patients on a clinical trial
 - not prepared to educate patients about CRCT
- Only half of respondents felt new nurses could take on a "beginning role" on a CR/CT team

NURSE EMPLOYERS (n=8)

- See an expanding presence and importance of CRCT in practice settings
- Expect new baccalaureate graduates to know how to care for patients on a protocol and where to get information about the protocol
- Mixed responses on new baccalaureate graduates' preparation to educate patients about CRCT
- Did not feel a need to change baccalaureate curriculum
- Half currently have CRCT content in their new hire orientation
- Prefer employer-based CRCT training; however barriers exist:
 - financial and time constraints
 - level of interest from nurses

PRACTICING NURSES (n=2, n=4, n=6, n=3, n=3)

- Most are interested in clinical research
- Varying levels of experience with CRCT participants
- Limited exposure to CRCT content while in school
- Feel comfortable caring for CT patients, but want more training
- Lack understanding of the roles nurses can play in CRCT

STAFF DEVELOPMENT (n=10, n=10)

- Support on-the-job training
- See IRB needed to enhance CRCT content in baccalaureate programs
- Including CRCT content in NCLEX is not necessary
- New hire orientation not appropriate setting for teaching CRCT content
- New baccalaureate graduates not prepared to educate patients on CRCT

ASO RESULTS

Key Priorities For Curriculum	Mean Score	#10% Threshold
1. Interprofessional collaboration	4.5	12
2. Evidence-based practice	4.4	13
3. Patient safety	4.2	15
4. Genetics and genomics	4.0	7
5. Care for aging adults	3.8	7
6. Clinical decision making in chronic illness	3.8	6
7. Home and community based care	3.7	7
8. The future of nursing	3.7	8
9. Health literacy	3.7	4
10. Cultural issues as related to nursing/care	3.7	6
11. The issue of population health	3.6	2
12. Ethics in the workplace	3.6	7
13. Clinical research and clinical trials	3.5	3
14. Healthy work environments	3.2	4
15. Skills development	3.1	3

96% agreed with the statement "Because of the growing presence of clinical trials and clinical research in so many practice settings, undergraduate nursing students NEED ADDITIONAL KNOWLEDGE AND SKILLS to be safe practitioners".

CRCT content exists, but predominantly as part of nursing research and other courses. Evidence-based practice (EBP) is mentioned frequently as integrating curricula change, yet understanding and critically assessing the source of data is not specifically mentioned as integral to EBP.

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Types of Poster Viewers

- Walk-by
- Brief look, Questions only
- Big picture only
- Main finding (bottom line) only
- Read only (don't want to chat)
- Very interested
- Multiple listeners/groups
- Aggressive or critical questioners

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Poster Presenting Tips

- Professional attire
- Good posture, don't sit
- Meet and greet- shake hands, eye contact, smile
- Be prepared
 - Practice in advance
 - Create a 30-60 second sound-bite
- Avoid taboo or potentially controversial topics
- "KNOW YOUR STUFF"

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Summary...

- Good presentation
 - Clear & logical presentation
 - Structure
 - Content consistent with allotted time
 - Slides or Poster follows the appropriate PowerPoint “rules”
- Good presenter
 - Knows how to engage the audience/viewers
 - Remembers what not to do
 - Can calm their nerves
 - PRACTICES, PRACTICES, PRACTICES

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Questions



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