

**SGIM ANNUAL MEETING**  
**2018** DENVER, CO  
APRIL 11-14

# Workshop Preparation Webinar



# Agenda

Review best practices for teaching workshops

*Carla Spagnoletti MD, MS - SGIM Education Committee, Co-Chair*

Review key details, timeline of workshop preparation

Call attention to differences in length from prior SGIM meetings

Social Media Push for #SGIM18

*Brad Crotty MD, MPH - Annual Meeting Planning Committee, Workshop Chair*



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New since 2017:

Workshops are  
60 minutes  
in duration



Time management and expectations are critical to delivering successful sessions



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In addition to this webinar, please review the #SGIM18 Annual Meeting Website for details

<https://connect.sгим.org/sgim18/submit/round-one/workshops>

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### SGIM WORKSHOP PEARLS: MAKING THE MOST OF YOUR 60 MINUTE SESSION

Topic	Team	Learning Objectives	Preparing and Presenting
<ul style="list-style-type: none"> <li>Make it <b>FOCUSED</b>. For example, if you want to present on "Breast Cancer Screening", choose "Impact of Breast Density on Breast Cancer Screening Recommendations" instead. Another example: if you want to present on "Giving a Lecture," choose "Four Ways to Make a Lecture Interactive with Little Preparation Time" instead.</li> <li>Make it <b>TIMELY</b>. Choose a topic that falls at the learning edge of your anticipated audience. For example, focus it on new guidelines, on a potentially controversial subject, or one that relates to the meeting theme.</li> <li>Make it <b>"PRACTICE" CHANGING</b>. Participants should be able to apply new knowledge or skill on your topic to their patient care, teaching, research, or other professional activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>LIMIT</b> the number. Choose a maximum of 4 workshop faculty, but sometimes 2 or 3 is better.</li> <li>Consider their <b>CONTRIBUTION</b> and <b>EXPERTISE</b>. It helps to have one "big picture" person, one person experienced in presenting workshops, and one person who is detail-oriented. Often each contributor can play more than one role.</li> </ul>	<ul style="list-style-type: none"> <li>The workshop summary should answer 3 <b>KEY QUESTIONS</b>:               <ul style="list-style-type: none"> <li>Why is the topic <b>IMPORTANT</b>?</li> <li>What should participants expect <b>DURING THE SESSION</b>?</li> <li>What will the participants <b>TAKE AWAY</b> from the session?</li> </ul> </li> <li>Include no more than <b>THREE LEARNING OBJECTIVES</b> and write them in <b>SMART</b> format:               <ul style="list-style-type: none"> <li>Specific (state what the learner will be able to do)</li> <li>Measurable (how much change is expected)</li> <li>Achievable (with available resources and restraints)</li> <li>Relevant/Realistic (pertinent to needs of the participant and the SGIM)</li> <li>Time-phased (provides timeline indicating when the objective will be met—most should be met within 60 minutes)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>At least half of the workshop should be <b>INTERACTIVE</b> and facilitated by workshop faculty.</li> <li><b>COMMON INTERACTIVE METHODS</b> include case-based or problem-based individual or group activities and large group facilitated discussion.</li> <li><b>USE YOUR 60 MINUTES WISELY</b> <ul style="list-style-type: none"> <li>Allot a specific amount of time to each speaker and activity and distribute timeline to workshop faculty.</li> <li>Didactic content should include only essential information.</li> <li>Avoid allotting more than 1-3 minutes on providing background information.</li> <li>Practice the session beforehand to ensure that time allotments are realistic. Edit content if they are not.</li> <li>Arrive early to check room set-up and AV equipment.</li> <li>Assign a workshop faculty member to keep track of time.</li> <li>Start the workshop on time (not 5 minutes late) and end on time.</li> <li>Limit amount of moving around or rearranging space required by participants.</li> <li>Consider telling the group at the beginning to see you after the session is over for any questions.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>Provide links to or copies of educational materials and resources through the SGIM annual meeting app ahead of the session.</li> <li>Provide hand-outs containing information important to, but not essential to the topic presented. Hand-out content presented, not repeat it.</li> </ul>



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# Workshop Presentation Tips

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Professor of Medicine  
Division of General Internal Medicine  
University of Pittsburgh



# Optimizing the Preparation Phase

- As the workshop leader, set a timeline with deadlines
- Provide collaborators with expectations
  - Material presented should be evidence-based if possible
  - Presenter should prepare themselves to be “expert” on their assigned topic or role
- Conference calls or meetings should be held periodically with the entire group



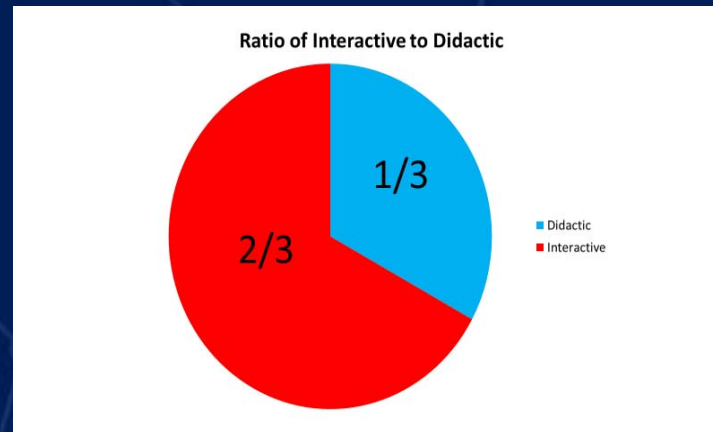
# Optimizing the Preparation Phase

- Didactics are usually in PowerPoint
  - Avoid busy slides
  - Use 20 font at minimum (28-44 is best)
  - Consider using simple animation effects
  - Minimize clip-art, images to only those necessary to demonstrating your point
- Prepare and make copies of in-workshop and take-home materials
- Adhere to the meeting's deadlines for handouts or inclusion of workshop materials on website
- Hold a "dress-rehearsal" before (or at) the conference



# Workshop Structure

- Incorporate both didactic and interactive components



- Didactic component is best for:
  - Background
  - Info needed to participate in interactive component or that answers questions generated by interactive component





# Workshop Structure

- Participants learn more with interactive component
  - Poll Everywhere
  - Demonstrations (in-person or video clips)
  - Talk to your neighbor
  - Variety of small group break out activities depending on your topic
    - Cases to stimulate discussion
    - Learning or skills stations
    - Question/answer sessions conducted by small group facilitator
    - Modified team-based learning
    - Role-play activities
- Avoid flipped classroom approach and activities that require a lot of seating rearrangements



# Steps for Effective Use of Demonstration

## 1. Prime the demo:

- “We want you to specifically watch for...”
- “Take notes on what you like/don’t like about...”

## 2. Present it live (performed by workshop faculty) or via video clip

- If live, letting audience decide details of scenario may make it more engaging
- Make sure demo is brief and can be seen/heard by all
- DOES NOT need to be perfect

## 3. Debrief the demo:

- “What did you notice?”
- “What went well?”
- “What could be improved?”



# Tips for Effective Use of “Talk to Your Neighbor”

- **Utilize when:**
  - Minimal problem-solving needed
  - You are short on time
  - When room set up doesn't allow for much movement or interaction
  - Topic or task is potentially difficult/sensitive Task is best accomplished by a handful of people
- **Give specific instructions:**
  1. “Turn to your neighbor.” or “Talk in groups of 2 or 3.”
  2. “Take 2-3 minutes to discuss...”
  3. “Write down your top 3 ideas...”
  4. “We’ll ask a few groups to share their ideas with the large group.”



# Small Groups “How-To”

- Ask for round tables in advance
- Aim for groups of 5, max 10 depending on task and room
- Give participants clear instructions on how to break up and what they are going to do, including timing
  - Use methods conducive to small group teaching (see above)
  - Station a workshop faculty at each group table if possible, to keep groups on-task
- Make groups accountable
  - Ask teams to report back to large group via representative or team voting (TBL)
  - Hand-in product created



# Game-Day Workshop Tips

- Arrive early to prepare the room
  - Make sure tables/chairs are set up the way you want them
  - Check AV equipment and ensure Powerpoint, sound and videos are working properly
- Start on time (no more than 3 minutes late)
- Briefly get to know your audience
  - Do an icebreaker to assess prior knowledge, experience with the topic
    - “How many consider yourselves novice on this topic? How many expert?”
    - “Raise your hand if you are a resident or fellow. Junior faculty? Senior?”
  - Glean what they hope to accomplish by attending
    - “Why did you choose this workshop to attend?”
    - “What are you hoping to learn today?”



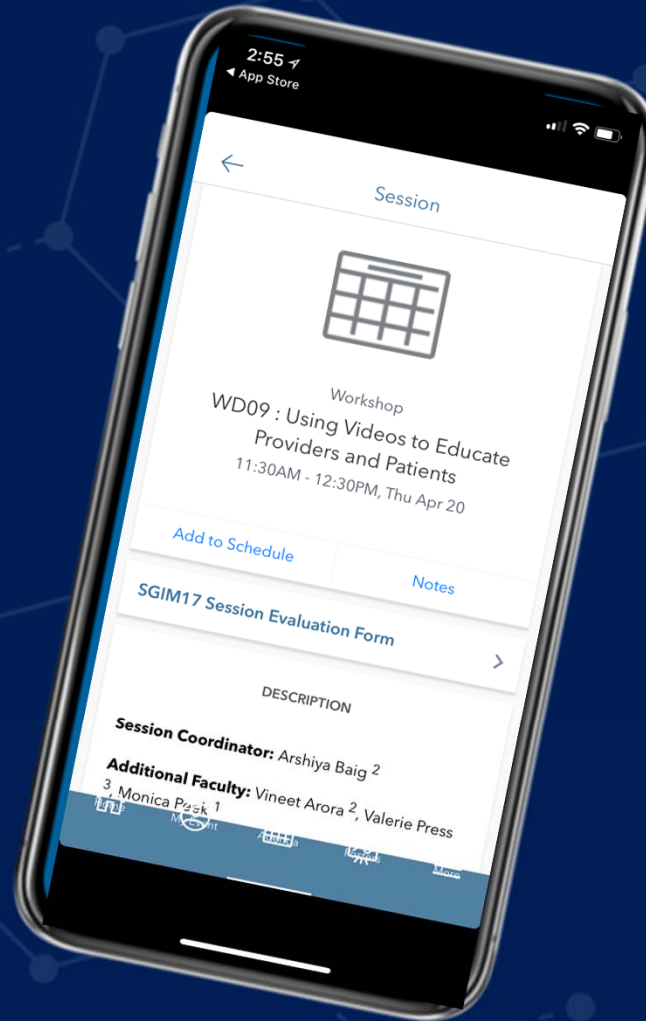
# Game-Day Workshop Tips

- Try not to deviate from your pre-determined timeline
  - Designate a time-keeper
  - Ask people to hold questions until they are invited
  - Be prepared to make small changes to the plan if running behind
- Utilize effective presentation skills
  - Eye contact, smile, don't read directly from slides
  - Make sure what you are saying is congruent with what is on your slides
- Politely remind participants to complete an evaluation
- Remain available after your workshop is over for one-on-one questions



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# Key Dates

- **April 4, 2018: SGIM18 App Launch Date**
  - Lookout for an invitation email from [registration@sgim.org](mailto:registration@sgim.org) to download the App
  - Accessible from desktop, tablet, or mobile phone
- **April 9, 2018: Presenter Slides & Handouts due in SGIM18 App**
  - Upload instructions via desktop will be provided
  - Updated presenter slides/handouts can be uploaded at any time
  - Please inform attendees if major changes in slides
- **April 11,-14, 2018: 2018 SGIM Annual Meeting in Denver, CO**
  - Enjoy the meeting!





# Questions & Resources

- **Questions from Webinar Attendees**
- **Presenter Page:** <https://connect.sgim.org/sgim18/submit/present>
- **Questions?**  
submissions@sgim.org

