MEMORANDUM

TO: House Officers

FROM: Faculty Committee on House Officer Program Resources
      Chair: Jennifer Davis, DVM
      Co-Chair: Callie Fogle, DVM

SUBJECT: House Officer Seminars, 2016-17

DATE: May 1, 2016

Attached is the 2016-17 House Officer Seminar Series schedule. Unless indicated otherwise, the weekly house officer seminars will occur on Thursdays at 8:00 AM in D-239. House officers are expected to attend at least 70% of the seminars. House officers in the audience are asked to sign an attendance record and attendance will be reported to their service mentors prior to their semiannual evaluations. Seminar attendance can be credited toward the North Carolina Veterinary Medical Board’s yearly continuing education requirement for faculty certificates or license renewal.

You are responsible for submitting your seminar title by email to the Associate Dean and Director of Veterinary Medical Services Administrative Assistant (Kathryn Moore, kmmoore9@ncsu.edu) by 10 days prior to your seminar so it may be distributed to faculty and house officers. If you have a scheduling conflict contact Dr. Bruce Keene (919-513-6238) or Dr. Kyle Mathews (919-513-6303), the Seminar Faculty Advisors.

The Veterinary Medicine Library (email libraryvetmed@ncsu.edu) provides support with comprehensively searching the literature, tracking down references not available online, identifying photos or videos to illustrate your presentation, and citing the resources you use to give credit to creators and enable efficient follow up.

As in previous years, your PowerPoint slides will be displayed by the video projectors in the classrooms. The computer is intended to be compatible with presentations created on PC or Mac versions of PowerPoint. **Be sure to try out the projection equipment in the scheduled room prior to the morning of your seminar!** Also, arrive early enough on the day of your seminar to make sure your presentation loads as expected.

The FCHOP has requested that speakers arrange for their program advisor/coordinator to introduce them at their house officer seminars. The person introducing you should be prepared to begin the introduction at 8:00 AM sharp.

Thanks in advance for your participation. Looking forward to your presentations!

Jennifer Davis, DVM
Callie Fogle, DVM

cc. Deans
    Department Heads
    Members, Faculty Committee on House Officer Programs
Guidelines for House Officer Seminar Presentations

Original guidelines by Susan Bunch, DVM. Multiple revisions by James Douglass, DVM and Bernie Hansen, DVM

Purpose

The purpose of this seminar series is to provide you experience with speaking to a professional group, such as you would at a national meeting. Content and delivery are the most important factors in an effective presentation. To increase the instructional value of this experience, set a time to meet with your advisor to review your presentation at least one week before your scheduled Thursday morning seminar. At the time of your meeting, give him/her the enclosed copy of the seminar evaluation form so that it may be filled out and returned to you.

Content

Subject: Possibilities -
   a. An interesting case you had in the Veterinary Teaching Hospital that prompted literature review
   b. The results of a retrospective or prospective study

Level: Though the audience may include veterinary students, aim your presentation at the level of academic veterinarians.

Audiovisual aids

Most presentations are accompanied by a combination of word (title) slides and illustrations. You are strongly encouraged to develop a presentation that could later use as a continuing education talk and/or presentation at a national meeting. You will project slides directly from a computer via the projector in room D-239.

1. You should compose the presentation with a software program such as PowerPoint or Prezi. Files can be made on any Windows or Mac OS computer. Select one of the built-in color schemes or design your own. Take a look at some of the online resources about how to structure an effective presentation, for example here, here, here, and here. Avoid the carnival effect (too many colors); no more than three are recommended. Red letters on blue backgrounds are difficult to read. Please avoid the use of animated (moving or fragmenting) text lines; this quickly becomes annoying.

2. Less is more! Compose your slides so that they have enough information to prompt you, and not so much that you simply read them to the audience. Try to have a comfortably readable amount of text on each slide. Unless emphasizing a study result or some other very important point, avoid complete sentences whenever possible; such information is tiresome to read and can be conveyed in less space with paraphraseology, incomplete sentences, common abbreviations, etc. Don’t, however, use abbreviations to the point that a text line is ponderous to decipher. Some feel that, in addition to the slide title, 24 words or less per slide is good and 20 or fewer is better. And avoid huge titles at the tops of word slides -- this consumes an inordinate amount of slide space.
3. Keep your text attributes and capitalization/non-capitalization schemes consistent throughout your talk. Text bullet styles should also be consistent, with different sized/shaped/colored bullets for primary, secondary and tertiary text lines. Bullets that are significantly larger than text letters are distracting. (Consult Powerpoint help for illustrations of bullet use.) Beneath the title of a slide, space your text items to make reasonable use of the vertical dimension of the slide; don't bunch all your text at the top and leave the bottom half of the slide vacant. Textual errors will distract the audience; if you notice minor errors on a slide during your seminar, try to not draw audience attention to them.

4. Graphs and tables take a long time for the audience to comprehend – they’ve never seen your tables and graphs before, and need time for orientation and understanding. Prior to identifying results on a graph, explain the format of the graph: tell the audience the title of the graph and what is represented by each axis, etc. Take your time with graphs and tables, and avoid using the expression "As you can see...", as it may belittle those who haven't already noticed to what you're referring. Tables or graphs with lots of columns or data points are overpowering and do not project well.

5. When discussing investigative efforts of others, you should present partial or complete citations on-screen. (Be prepared to furnish complete citations after your presentation if you didn’t exhibit them during the seminar.) If you show a superscripted reference number, be sure at least a partial corresponding citation is exhibited on the same slide. Occasional on-screen complete literature citations are appropriate and can enhance audience perception of a speaker’s preparedness; however, exhibiting lists of lengthy bibliographies should generally be avoided -- there usually isn’t enough time for such material to be copied by note-takers. A shorthand citation format that uses minimal space on your slide yet allows the audience to find your source is Smith JB et al J Vet Int Med 2014;33(2):234-240.

6. Be sure to acknowledge the sources of illustrations from the web, manuscripts, book chapters, etc. Also, do not mix projected material with "chalk talk"; it’s distracting and interrupts the flow of your presentation.

7. If you include a word slide or an illustration, be sure to address it. "Filler" slides (like cute pictures) should be avoided or used very sparingly. In general, you should address every major line/item on each word slide. You have a maximum of either 25 or 50 minutes for your presentation, allowing at least the final 5-10 minutes of your presentation for audience questions.

Practice your talk with your mentors and rehearse at least a portion of your talk in the assigned room before your Thursday morning seminar to be sure that everything works. Also, arrive early enough on the day of your seminar to make sure your presentation loads as expected. If classroom equipment isn’t functioning properly, seek assistance from Computing Resources - their current person designated to maintain classrooms is Mr. Brian Church his contact numbers are 513-6494 or 919-807-1486 and his email is Brian_Church@ncsu.edu. He is available around 7:30 AM.
**Delivery**

Consider this similar to giving a presentation at a national meeting. Although you should use appropriate scientific terms when addressing an audience of professionals, it is not necessary to always use formal, complex phraseology. Speaking in a confident, conversational manner will make your presentation easier to understand and much more interesting.

You need to arrange for your coordinator/advisor to introduce you. Following your introduction, introduce your topic and make some brief remarks to establish rapport with the audience. (You might, for example, indicate the importance of the topic and/or explain how you became interested in it). The first minute or so is your opportunity to show your enthusiasm and grab your audience’s attention and interest (or conversely to convince them that you are not very excited about it and that the presentation won’t be very interesting!). If you feel many are unfamiliar with the topic, be sure to orient the audience accordingly. It is also helpful to the audience to see a preview of the presentation’s upcoming major topics. Speak rather loudly if not using a microphone and address both sides of the audience, not the computer monitor or screen. Be as conversational as possible and avoid just reading your slides or notes. Again, give the audience adequate time to appreciate tables, graphs or other illustrations prior to advancing to the next slide.

Don't use the light pointer too liberally; move it *slowly* and *deliberately*, and then *turn it off!* It is very annoying to have the pointer light flying all over the screen, circling and re-circling words or objects, and/or identifying things that don't need to be pointed at (like one word or short phrase on a word slide with only three such items.) If you are nervous (most of us are under these conditions), brace your hand on the podium or other hand to keep the pointer light from shaking.

At the end of your presentation, be prepared for (and solicit) questions or comments. Repeat a question prior to answering it if you feel that some people in the room may not have heard it clearly.

**Feedback**

The required review meeting with your advisor should provide valuable advice concerning your seminar. Also, whenever possible, two faculty members in attendance on Thursday morning will be asked to complete evaluations (see forms attached), copies of which will be available to you and your coordinator. *It will be to your advantage to notice the attached "Suggested Guidelines for Completing the Evaluation Form" when you're constructing and rehearsing your presentation.*

**Seminar announcements:**

The FCHOP coordinator will distribute the title of your seminar by email. *Send your seminar title to the seminar coordinator by Tuesday evening of the week prior to your seminar, at the latest!*
1. Topic and purpose:

2. Speaker’s introductory remarks/material:

3. Body of the presentation:

4. Support/references:

5. Delivery:

6. Visual aids:

Please make any additional comments on the back of this form.
Suggested Guidelines for Completing the Evaluation Form

**Topic and purpose**
Is the topic appropriate for the audience?
Is it clear that the speaker has narrowed the topic to a manageable scope?
Is the topic of potential interest to the specific audience?

**Introductory material**
Does the beginning of the presentation reflect an attempt to gain the attention of the audience, either with an interesting story, statistic or other attention-getting device?
In the early moments of the presentation, does the speaker orient the audience to the topic?
Does the speaker show the audience why the forthcoming information is important?
Does the speaker preview upcoming main points?

**Body of the presentation**
Is the presentation effectively organized. Does each point logically follow the previous one?
Does the speaker use clear transitions from point to point?
Does the speaker clearly explain information?
Do all of the speaker's main points serve the purpose of the presentation?

**Support**
Did the speaker have adequate support (source material) for the presentation?
Were the sources current?
Was the research thorough?
Did the speaker provide full/adequate citations for the sources used? (title, author, year)

**Delivery**
How did the speaker do in terms of volume, pace, and articulation?
Did the speaker use language that was appropriate for the audience?
Did the speaker have consistent eye contact, distributed around the room?
Did the speaker have any distracting mannerisms?

**Visual aids**
Did the speaker's visual aids appropriately support or contribute to the presentation?
Were the visual aids easy to read/see? Were text slides of appropriate density and spacing, so as to be easily followed?
Did the speaker devote enough time/explanation to make graphical representations of data understandable?
Did the speaker use the light pointer judiciously?