

## GUIDELINES FOR POWER POINT PRESENTATION

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### RATIONALE FOR ASSIGNMENT

Advanced practice nurses are frequently called upon to provide continuing education to colleagues and other health care professionals. Additionally, increasing numbers of advanced practice nurses serve on faculties of higher educational institutions throughout the professional community. Even individuals who seek to pursue primarily clinical and research endeavors need to effectively communicate information with other professionals. Audiovisuals enhanced the effectiveness of any presentation. PowerPoint slides have become the standard for professional presentations. For students who are not experienced with clinical presentations, this exercise will serve as an introduction to PowerPoint. For students who are experienced in creating PowerPoint presentations, this exercise will serve to enhance proficiency skills as well as demonstrate creativity and advanced skills to classmates.

### SCOPE OF THE ASSIGNMENT

This assignment has three components as follows:

1. Creating a PowerPoint presentation.
2. Submitting a written reference listing of resources
3. Viewing an evaluating presentations prepared by other students

Students will choose any topic relating to reproductive health in men or women. Topics can include adolescent, adult and geriatric reproductive health. After selecting the topic, the student will research the current developments and trends in this area, organizing the information in the form of a PowerPoint presentation. These presentations will be posted on-line on a secure server for purposes of viewing by other students in the class. Students must also submit a reference list of journal articles and other resources used to prepare the presentation. If any of the resources are available on-line, the listing should include a hypertext link to the article. Hypertext is automatically created by Word and WordPerfect simply by typing in the appropriate url. Additionally, students will be responsible to view the presentations by classmates and submit a written evaluation of the presentation to the course instructor. (See "Class Presentation"). Forms will be provided for this purpose.

### FORMATTING THE PRESENTATION

The first slide should comprise the title slide. The following one or more slides should present 3-5 learning objectives for the presentation. The next group of slides should present background information on this topic for those students who are not familiar with the area of study. Slides which follow the background information should comprise current clinical research data for the topic at hand. These slides should include text at the bottom of the slide (usually in small font) which references the journal article from which the information was drawn. This reference may be presented in abbreviated format on the actual slide, however, the full citation should be included in American Psychological Association (APA) format in the Reference List which accompanies the project. The last group of slides should comprise a summary of the key points in the presentation. These slides should comprise a summary of the data presented and/or trends for future research in the area.

## EXAMPLE OF FORMATTING A PRESENTATION

As an example, a student might choose the topic of The Role of HRT to Prevent Cardiovascular Disease in Women. A title slide would comprise the topic at hand, as well as the presenter and academic credentials and affiliation(s). One or more slides would follow which would list the educational objectives for the project. Examples would be as follows:

Upon completion of this program the participant will

1. Define the physiology of estrogens on the lipid profile and cardiovascular system
2. Review current research data supporting or refuting the cardioprotective roles of estrogen
3. Identify women who are appropriate candidates for estrogen replacement therapy
4. Have an awareness of the contraindications to hormone replacement therapy
5. Identify future research directives concerning postmenopausal cardiovascular status

After creating the title and learning objective slides, the next group of slides would discuss background information for those not familiar with the topic.

For this example, the background information would include a review of both cardiovascular disease and hormone replacement therapy. It would present a review of basic principles and might include data on lipid profiles, general data on hormone therapy used in menopausal women, etc. .

The bulk of the remaining slides should present clinical research findings for the role of HRT and cardiovascular disease in women. Numerous studies have been done in this area over recent years. Some studies support previously held beliefs; some studies challenge traditional thinking in this area. The presentation would summarize research findings and organize them in a coherent manner allowing the viewer to gain perspective on the subject. Slides which reference particular studies would have a journal citation at the bottom of the slide.

Examples might include effect of specific hormones on the vascular endothelium, effects of hormones on components of the lipid profile, studies examining use of hormones as secondary prevention in women with known cardiovascular disease (HERS study), etc.

Finally, several conclusion slides would be included which would help the viewer assimilate and interpret the information presented. In this particular example, there is still considerable controversy in the area so the conclusion slides might summarize the data without coming to a definitive conclusion. The summary might be present the information in the format of questions or current research hypotheses in this area. The Women's Health Initiative (WHI), for example, is examining several key questions relevant to this topic. For other presentations, where the topic at hand has less associated controversy, the summary might simply present a compilation of facts and key points.

## RESOURCES AVAILABLE TO STUDENTS

The instructor will orient the students to PowerPoint and demonstrate creating slides. Instruction will include creating text as well as graphic slides. The instructor will also be available throughout the semester to assist students with specific problems. Students are encouraged to consult any one of a number of excellent and widely available paperback books written for lay persons who desire to learn to create PowerPoint slides. There are campus resources available to students who wish to enhance computer literacy for purposes of completing this assignment.

## **ADDITIONAL PROJECT GUIDELINES:**

The presentations will be posted to a secure server. Students will view all of the presentations created by classmates and complete short evaluations of the presentations. Forms will be provided for the evaluations which should be submitted to the instructor by the due date. Presentations must be submitted for posting by the due date. Late presentations will have points deducted. There is no minimum or maximum length for the presentation. As this is a graduate course, students are expected to exercise judgement in this regard. The number of slides should be adequate to cover the topic at hand but not so lengthy as to become tedious and tiresome. There is a wide variety of latitude between these two extremes.

## **TIPS FOR CREATING HIGH QUALITY PRESENTATIONS**

Students are free to use individual preferences and creativity in preparing the topic to accomplish the project goals. While this assignment is to be scholarly-based and academically sound, it is perfectly acceptable to exercise some individual flair and “artfulness” in performing the task. It is a “serious” assignment, however, it is also perfectly acceptable to have a bit of “fun” in the process. In fact, the most successful professional speakers are those persons who can combine solid academic findings with interesting and appealing presentations.

As an example, one speaker was addressing the clinical management of obesity including animal-model data in the talk. He prefaced the data by showing a slide depicting photo of an obese cat with a black bar across its face to “protect the anonymity of the research subjects.” Another speaker, while addressing the side effects of a particular medication opened the topic with a cartoon depicting a man growing antlers from his head seated across from a physician behind a desk. The caption read “If you will recall, I mentioned there could be a few side effects.” Still another speaker gave an excellent orthopedic presentation of the foot and ankle, well illustrated with numerous photographs from her clinical practice. Humor when used, however, must always be tasteful as well as culturally sensitive.

## **GRADING THE ASSIGNMENT:**

All presentations must be submitted by the date due. Late presentations will have points deducted. Presentations will be evaluated by the course instructor(s) as well as the course students. Grades will be assigned by the instructor who will consider student input in evaluating the project. All students are expected to view and evaluate classmate’s presentations. Students who fail to submit evaluations of classmates projects will have points deducted from their own presentation grade.

Grading will be primarily based on scholarly content as determined by including evidence-based research. The overall artistic merit of the presentation will be considered as well. Students are encouraged to include graphics and use artistic creativity in preparing presentations. The use of graphics and visual effects, however, will not compensate for a presentation of poor academic quality. A simply designed presentation of solid scholastic quality will receive a higher than a presentation with poor scholastic merit which is heavily weighted with graphics and special effects. An ideal presentation will contain solid academic merit presented in a creative and attractive package.

References should be comprehensive and scholarly. The listing should reflect a reasonable review of the literature for the topic selected. Students are encouraged to include primary sources as references for the materials presented. All resources should be selected from peer-reviewed journals. Secondary resources and review articles may be included but should not comprise the bulk of the references presented. Text book references, particularly as written by experts in a given field, may be included, as well. These texts, however, should not be basic introductory texts to the field of study. Rather, if included, should be drawn from advanced writings intended for persons who practicing in area.

## GRADING CRITERIA FOR PRESENTATIONS

Scholastic Merit	50%
<ul style="list-style-type: none"><li>- Relevance to practice</li><li>- Learning objectives (3-5)</li><li>- Background information</li><li>- Presentation of evidence-based research</li><li>- Research data from scholarly sources<ul style="list-style-type: none"><li>- Primary sources</li><li>- Peer reviewed journals</li></ul></li><li>- Organization of presentation</li></ul>	
References	20%
<ul style="list-style-type: none"><li>- Timely submission of a reference list</li><li>- Number and <u>quality</u> of references used</li><li>- Use of hypertext links (if available)</li><li>- Accuracy of APA formatting</li></ul>	
Creativity and artistic merit	20%
<ul style="list-style-type: none"><li>- Use of graphics and clinical images</li><li>- Overall "gestalt" of the presentation</li><li>- Use of effective formatting for slides</li><li>- Use of special effects (optional)</li><li>- Use of <u>tasteful</u> humor (optional)</li></ul>	
Classmate evaluations	10%
<ul style="list-style-type: none"><li>- Submitting all required evaluations</li><li>- Aggregated evaluation trends</li></ul>	