

# Workshop Preparation and Presentation

## A Valuable Form of Scholarship for the Academic Physician



**GWIMS Toolkit**

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# What Is a Workshop?

- A set of activities designed to promote learning, discussion, and feedback about a topic.
- Seminar emphasizing free discussion, exchange of ideas, and demonstration of methods of practical application of skills and principles.
- A brief, intensive course for a small group which emphasizes problem-solving.
- In the medical field, workshops typically take place during regional or national meetings.

# Objectives:

- 1) Describe the role of workshop presentation in the dissemination of scholarly work and promotion.
- 2) Provide a comprehensive “blueprint” for developing and presenting a successful workshop.
- 3) Outline ways to make your workshop count twice (or more...).

# Why Do People Attend Workshops?

- They provide a high-yield, interactive educational experience on an area of interest.
- Topics are typically applicable to attendee's professional development or clinical, educational, or research area of interest.
- Their learning format is more efficient, effective, and enjoyable than a large-group lecture or self-directed reading on given subject.
- Allow for networking with colleagues.

# Why Develop Workshops?

- Alternative to publication as scholarly activity.
- Provides presenter with teaching experience and develops national reputation.
- Enhances promotability within one's institution.

We will examine each of these in more detail...

# Workshop Versus Publication

- Less work than a publication
  - Little up-front work, two hours at most to formulate a workshop overview/abstract.
  - Once accepted, development takes about 20 hours of time, split amongst multiple participants (usually 3-5).
  - Compare that to many more hours for the writing, editing, submitting and re-submitting (and re-submitting 😊), and revising process involved in manuscript publication.
- Often, less data needed than for publication
  - Works in progress with preliminary data can be presented.
  - Depending on the topic, NO DATA is acceptable!

# National Experience

- Collaborate with other experts in your area of interest from around the country.
- Hone teaching skills in front of a (perhaps) more sophisticated audience.
- Establish a “national reputation” important for promotion eligibility.
- Take your local work and disseminate it regionally/nationally.



# Workshops and Promotion

According to the AAMC guidelines for promotion of clinician-educators, evidence of scholarly work in teaching includes:

- “Any activity that fosters learning, including direct teaching and creation of associated instructional materials.”
- “Lectures, **workshops**, small-group facilitation, role-modeling, precepting, demonstration of procedures, facilitation of online course, formative feedback.”
  - “Invited presentations (e.g. workshop) related to teaching expertise...”
  - “Presentation in a peer-reviewed or invited forum at regional/national meeting...”
- “Evaluations from a conference presentation...”

# Workshop Development: From Start to Finish



# Step 1: Choosing a Topic, Collaborators, and Venue



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# What Makes a Good Topic?

- Almost any clinical, educational, or research topic can be adapted to a workshop format.
- Features particularly key to success:
  - Presenters are passionate about topic (but not necessarily expert in).
  - Topic is timely or potentially controversial.
  - Topic aligns with meeting's educational objectives.
  - Workshop provides opportunity for “hands-on” or skill-based practice or learning.
- Must be narrow enough to be covered in appropriate depth within time allotted
  - Often 90 minutes.

# Possible Topic Areas with Examples

Topic Area	Examples
Clinical Area of Interest	“Controversies in Gender-specific Cancer Screening”; “Large-joint Injections”
Training-related	“Meeting Duty Hour Restrictions”; “Improving Resident Efficiency in the Outpatient Clinic Setting”
Methodological	“Evaluation Tools for Curricular Projects”; “Using Objective Structure Clinical Exams (OSCEs) to Evaluate Student Physical Diagnosis Skills”
Professional Development	“Understanding and Utilizing Web 2.0 Applications in Everyday Practice and Teaching”; “How to Maximize Your Learning through Continuing Medical Education”
Personal/Professional Balance	“Maintaining Productivity in a Part-time Position”; “Mentoring Trainees in Work/Life Balance”
Teaching Skills	“Use of Team-based Learning in the Pre-clinical Medical School Courses”; “Developing Effective Web-based Instructional Tools”
Quality Improvement	“Improving Chronic Disease Management in Resident Continuity Clinic”; “Strategies to Enhance Transitions of Care in the Inpatient Setting”
Health Policy/Advocacy	“Incorporating Health Policy Journal Club into Residency Training”; “Examination of Advanced Care Organization Structure and Function”
Health Care Communication	“Non-verbal Communication Skills to Improve Patient Care”; “Patient-centered Interviewing to Enhance Care in the Elderly”
Other	Any ongoing research project, curricular or practice innovation

# Finding Collaborators

- Consider their working style, expertise, career stage, availability, and institution.
- Best bets are those:
  - With whom you already share a good working relationship.
  - Who have a particular interest or expertise in the topic.
  - Who are at different stages of their careers
    - Opportunity to give and gain mentorship.
  - Who are willing and able to commit time and effort to the endeavor.
- Consider those who work at other institutions:
  - Opportunity to network in your field.
  - Multi-institutional authorship appeals to many review committees if the abstracts are not blinded.

# Meeting Venue

- Often dictated by one's specialty as many academicians attend the same one or more meetings each year.
- Also consider:
  - Which venue are potential collaborators likely to attend?
  - Does the workshop I have in mind coincide with the meeting's educational objectives or theme?
  - Does the meeting call for workshop submissions or are presentations by invitation-only?

# Sample List of National Meetings Offering Workshops\*

Field	Meeting
Medical School	Association of American Medical Colleges Group on Educational Affairs
	Association of Program Directors in Internal Medicine Clerkship Directors in Internal Medicine Society of General Internal Medicine American College of Physicians†
Pediatrics	Association of Pediatric Program Directors Council on Medical Student Education in Pediatrics American Academy of Pediatrics†
	Society for Teachers of Family Medicine Association of Family Medicine Residency Directors Family Medicine Educational Consortium American Academy of Family Physicians
	Association of Program Directors in Surgery Association for Surgical Education American College of Surgeons†

Field	Meeting
Obstetrics and Gynecology	Council on Resident Education in Obstetrics and Gynecology/Association of Professors of Gynecology and Obstetrics American Congress of Obstetricians and Gynecologists†
	Radiology American Roentgen Ray Society Association of University Radiologists Radiologic Society North America
Neurology	American Academy of Neuromuscular & Electrodiagnostic Medicine American Academy of Neurology
	Anesthesiology International Anesthesia Research Society Post Graduate Assembly in Anesthesiology American Society of Anesthesiologists
Psychiatry	Association for Academic Psychiatry American Psychiatry Association

\*For more specific details regarding submission criteria, information can be found at individual society websites. All workshops are via submission with peer-review process unless noted with an “†” which designates workshops are available by invitation only.



# Step 2: Preparing the Workshop Submission: Structure, Abstract, and Learning Objectives



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# Workshop Structure

- Workshops should have both didactic and interactive components, and large group and small group activities
  - The key to engaging the audience is variation!
- Didactic component is best for giving audience:
  - Background information about topic.
  - Information needed to either participate in interactive component if done before or information that answers questions generated by interactive component if done after.
- Interactive teaching methods include, among others:
  - Case-based format.
  - Learning or skills stations.
  - Question/answer sessions conducted by small group facilitator.
  - Team-based learning format.
- Ratio of interactive:didactic should ideally be about 3:2 or greater

# Writing the Abstract

- The workshop abstract or summary is essential for “selling” the workshop to reviewers and for attracting audience members.
- Consult the meeting’s submission guidelines and comply with them.
- Identifying a target audience by level of training (“student,” “resident/fellow,” “faculty”) or level of expertise with the topic (“beginner,” “intermediate,” “advanced”) may be beneficial.

# The Abstract Should Focus on These Three Things

- 1) Background information that highlights why topic is important to prospective audience.
- 2) What the attendee can expect to happen?
  - How will the learning objectives be achieved?
  - Stress the interactive portions of the workshop.
- 3) What the attendee can expect to take away?
  - Knowledge and/or skills.
  - Tangibles (resource material, handouts).

# Example: A Workshop on How to Do a Workshop

Background excerpt: Why topic is important.

*“Workshop presentation outside of one’s institution is increasingly recognized as an important form of scholarship. Workshops afford academic physicians the opportunity to share clinical, educational, scientific, and/or faculty development expertise to a wide audience. They support the development of a national reputation, enhance promotability, provide an opportunity to showcase and hone teaching skills, and may serve as a springboard for additional scholarly work. In addition, they foster collaboration and networking with colleagues within or between institutions...”*

# Example: A Workshop on How to Do a Workshop

Background excerpt: What to expect.

*“Participants will learn how to choose an appropriate topic and meeting venue and compose essential elements of a workshop proposal including the proper construction of learning objectives. Participants will learn how to effectively present their topic in an evidence-based manner, within the time allotted for a typical workshop. The group will brainstorm ways to optimize audience participation and ‘hands-on learning. Participants of this workshop will work in small groups to design a workshop from start to finish on a topic of common interest.”*

# Example: A Workshop on How to Do a Workshop

Background excerpt: What they will take away.

*“Workshops created during this session may be submitted to a future meeting if desired. All participants will leave with the skills needed to prepare and present their own workshops. Valuable hand-out materials outlining the process in detail will be disseminated.”*

# Learning Objectives

- Almost all workshop submissions call for a list of learning objectives for the session.
- These should summarize what will the participant will be able to do after attending the workshop.
- Use “action words” rather than passive descriptors.
- Objectives should encompass the main learning tasks of the workshop for participants.
- Use the SMART format.



# SMART Format for Learning Objectives

- **Specific** – says exactly what the learner will be able to do.
- **Measurable** – can be observed by the end of the training session.
- **Attainable** for the participants within scheduled time and specified conditions.
- **Relevant** to the needs of the participant and the organization.
- **Time-framed** – achievable by the end of the training session.

# Effective Verb Choice

## Good (active)

*Define*

*Demonstrate*

*Describe*

*Explain*

*Identify*

*List*

*Name*

*Outline*

*Select*

*Summarize*

## BAD! (passive)

*Learn*

*Understand*

*Know*

*Realize*

*Perceive*

*Be aware of*

*Be able to*

# Example: A Workshop on How to Do a Workshop

*Learning Objectives: At the conclusion of the session, participants should be able to:*

- **Outline** the essential elements of an effective workshop, including composition of specific measurable learning objectives.
- **Select** a workshop topic from their own clinical, educational, or scientific interests and choose appropriate co-presenters.
- **Identify** ways to convey learning points during a workshop using a variety of educational approaches including didactic, case-based, and written materials.
- **List** effective ways to make workshops interactive or “hands-on.”
- **Explain** how presenting a workshop at a regional or national meeting can enhance an academic physician’s body of scholarly work.

# Congratulations!

Your workshop submission delighted the review committee and it was accepted for presentation.

Now the real work begins...

# Step 3: Planning and Developing the Workshop Presentation



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# Delegation of Work

- Two options to getting the prep work done:
  - Do it yourself and ask your collaborators for input on (or to simply deliver) the “final product.”
  - Break the content into definable pieces and assign one to each collaborator based on interest, expertise, or strengths (preferred).



# Optimizing the Preparation Phase

- As the workshop leader, set a timeline with deadlines.
- Provide collaborators with guidelines
  - 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 with the entire group.

# Optimizing the Preparation Phase

- Didactics are usually in PowerPoint.
- Small group activities are often accompanied by written materials.
- Adhere to the meeting's deadlines for handouts or inclusion of workshop materials on website.
- Prepare take-home material for workshop where appropriate.
- Hold a “dress-rehearsal” practice session (locally or at the meeting).



# Step 4: Presenting the Workshop



# Important Tips for Crinkle-Free Workshop

- Arrive early to prepare the room
  - Tables arranged in small groups are ideal
  - Make sure AV equipment is working properly
- Get to know your audience
  - Do an icebreaker
  - Assess the range of prior knowledge/experience with the topic
  - Glean what they hope to accomplish by attending
- Don't deviate from the timeline
  - Designate a time-keeper
- Utilize effective presentation skills and group facilitation strategies
- Station someone at the exit door to collect evaluations!

# Where Else Can You Wear That Bridesmaid's Dress?



# Recycle Your Workshop

- As a teaching session
  - Consider presenting it at another meeting.
  - Popular at initial meeting? Submit it again next year!
  - Submit every few years when important evidence changes.
  - Expand it to a pre-course (typically longer in length).
  - Contract it to a grand rounds, noon-conference, or pre-clinic conference locally.
- As a publication
  - Descriptive piece.
  - Book chapter.
  - Systematic review.
  - Add data to transform it into a scientific paper.

# Summary

- Workshops serve as an important component to an academician's teaching portfolio.
- They provide opportunity to hone teaching skills, establish a national reputation, and find collaborators for other scholarly activities.
- Keys to a successful workshop include selecting a novel or popular topic, choosing the right collaborators, writing an effective workshop submission, and developing and presenting an interactive session.
- Once completed, workshops can be used as a springboard for additional scholarly activity.

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- The authors have developed and presented 130 workshops at regional or national meetings, collectively. Of those, six have won national recognition awards, including the one on which this chapter is based.
- They also published a brief “nuts and bolts” guide to developing workshops in the *Journal of Graduate Medical Education*: *J Grad Med Educ.* 2013;5(1):155-156.

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