Presentation Tips and Tricks: Getting Accepted and Engaging Your Audience

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OUTCOMES

1. Demonstrate increased knowledge of abstract submission strategies for Sigma presentation opportunities.

2. Demonstrate increased knowledge on enhancing a presentation to engage the audience.
Writing the Abstract
Reviewing the Rubric

- **DO:**
  - Cite references in the body of the abstract
  - Format your abstract text
  - Introduce acronyms and abbreviations
  - Add global references or considerations
  - Write a succinct, clear title
Example of an unformatted abstract text:

Cholesterol (includes triglycerides and sodium) is a leading killer of men and more than half of the deaths are directly attributable to nutrition, resulting in many deaths due to heart attack within one hour of onset of symptoms and before arriving at a hospital. Cholesterol is a health issue which has received attention nationally in the last few years. However, the death rate for Hispanic men who have cholesterol issues continues to be three times that of white women. Literature addresses three specific problems facing Hispanic men who have heart attacks: they are not aware of risk factors, they do not know the signs and symptoms of a heart attack, and they delay treatment. It is documented in the literature that Hispanic men tend to present normal symptoms of high cholesterol that are just not addressed clinically, resulting in delay treatment and death. Receiving treatment as early as possible can delay morbidity and mortality. Consequently, if Hispanic men do not recognize the need for treatment, then they will continue to not go to an emergency room and will have a heart attack and die. 505 Hispanic men participated in a cholesterol intervention and completed the pre-test. After the intervention, the men completed the post test. A t-test analysis was used to compare knowledge levels pre and post intervention. Demographic data was also obtained such as age and socioeconomic status. Results were that variables were compared. This presentation will focus on the methodology used in the study and the research findings.
Example of an formatted abstract text:

Abstract Text

Methods
To address the gaps in the literature, the aim of this multidisciplinary research project was to uncover undergraduate student perceptions of the key elements necessary for engaging learners in self-paced, self-regulated activities in a flipped learning environment. The research question was ‘What do students’ identify as key elements in a flipped classroom design’?

Results
Data were analysed using an adaptation of Ritchie and Spencer’s (2007) five-stage qualitative data analysis process. Thematic analysis was used to sort and code the data into general themes and then, further distilled down into meta-themes. Wood and Levy (2015) identify 8 factors to consider when designing an inquiry-based learning (IBL) course.

Discussion
These are activities, assessment, Information, spaces, technology, tutoring, collaboration and, dissemination. The metathemes derived from the research undertaken and presented here, reveal that students share similar views about the key elements necessary for their learning.

Conclusion
Inquiry-based learning (IBL) is recognised as a pedagogical foundation of flipped approaches. The inquiry-based learning framework (Levy, 2009; Wood & Levy, 2015) is a useful conceptual model in pedagogical design because it describes the processes involved in promoting an open, collaborative, knowledge-building orientation in learning activities (Levy & Petrulis, 2012).
What not to do: Title

1.) Enhancing Patient Health in the PAR

2.) Technology in Education

3.) Suggested Handwashing Techniques for Killing Germs and Infection in Infant Pacifiers: Addressing a Clinical Issue in a Hospital Setting in a Southern State
What to do: Title

1.) Key Elements Necessary for Building Lifelong Skills in a Flipped Learning Environment

2.) Identifying Best Practices for Healthcare Providers Caring for Autistic Children Perioperatively

3.) Transition from Military Healthcare Provider to Professional Nurse: A Qualitative Study
Reviewing the Rubric

- **DO:**
  - Review the conference theme, outcomes, and submission categories
  - Write content outline that matches the abstract
## What not to do: Content outline

<table>
<thead>
<tr>
<th>Learner knowledge level of cholesterol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention for cholesterol</td>
</tr>
<tr>
<td>Results</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
</tbody>
</table>
What to do: Content outline

A. Health of nurses: The research evidence
B. Professional quality of life of direct care nurses: Research evidence and priority gaps in knowledge
   a. Professional quality of life defined
      i. Compassion fatigue
      ii. Compassion satisfaction
   b. Current evidence on compassion fatigue and compassion satisfaction
   c. Gaps in knowledge related to compassion fatigue and compassion satisfaction
C. Nurses’ performance of health-related behaviors: The research evidence and priority gaps in knowledge
   a. Physical activity
   b. Nutrition
   c. Spiritual
Engaging the Audience
Convey significance

- Why is this topic important?
- Why should conference attendees come to your presentation?
- Why is your research unique?
- What does it add to the existing body of knowledge/research?
Convey Interest

- Convey your enthusiasm and passion for your research
- Engage your audience
- Don’t read your dissertation
Utilize your time wisely

- Introduction is less than 1 minute
- Present key data points
- Transfer data into a visual or graph
- Focus on the solution or implications
Wishful thinking...
Utilize your time wisely

- Having multiple presenters does not increase the time allotted.
- Sharing the stage during the presentation
- Leave time for questions
- Share contact information
Tips for Success
Plan Ahead

- Don’t wait to submit the abstract.
- Don’t plan to change your presentation on site.
- Bring a hard copy and thumb drive of your presentation.
Seize the opportunity

- Be willing to be on a waitlist. You could be .01 point away from being accepted.
- Accept the poster presentation.
- Marking “either” for oral/poster abstract
- You could have a really good abstract and not be accepted. Try again!