

## Speaker - Presentation Information Packet & Checklist

### Action Items:

- Speaker/Presentation Information Sheet**  
Please complete this form to communicate information about your presentation and your audio-visual equipment needs. You may return the form by 1) saving the completed form as a Microsoft Word document and e-mailing it to [bteague@nccc.ucsf.edu](mailto:bteague@nccc.ucsf.edu); 2) faxing the completed forms to (415) 476-3454; or 3) mailing to the address appearing above.
- Learning Objectives and Self-Assessment Questions**  
This information from your "Speaker/Presentation Information Sheet" will be included in the course syllabus binder. Please remember to complete this section of the Information Sheet.  
Learning Objectives should inform the audiences as to what they are to learn and what they are expected to do with the information you present. Refer to the enclosed "Brief Guide to Writing Objectives."  
Self-Assessment Questions should assess or reinforce participants' knowledge regarding concepts and information you will present. Questions should refer to your educational objectives.
- Faculty Disclosure Declaration Form and Curriculum Vitae/Résumé**  
This documentation is required for course accreditation. Please forward a copy of your current CV or résumé along with your signed declaration form.
- Presentation Materials & Formats**  
Electronic copies of your slides or handouts are preferred. A printed version of your presentation slides will be included in the course syllabus binder. Refer to the enclosed "Guidelines for Effective Visuals."  
Electronic Mail Delivery:  
Email is the most convenient way for us to receive your presentation. E-mail to [bteague@nccc.ucsf.edu](mailto:bteague@nccc.ucsf.edu) and include files as attachments.  
Compact or Floppy Disk:  
Mail your CD/floppy disk to the address appearing above.  
Hard Copy:  
If you can only submit hard copies, make sure originals (or photocopies when unavoidable) are legible. Double-space outlines to allow for note taking between the lines. Charts and tables should be in black and white and legible.

### Logistical and Policy Information:

#### Parking & Transportation

A campus map and directions are enclosed. The SFAETC will provide you with a complimentary parking sticker for the Millberry Union Garage; just bring your garage ticket with you to the Conference Center.

#### Speaker Fees

SFAETC programs are federally funded and offered at low or no cost to participants, and are produced without commercial support. Speakers are generally not compensated for serving as faculty for SFAETC training programs.

When occasional exceptions are allowed, payment of speaker's fees is governed by UCSF policy, which requires payments to UC faculty members to be initiated with a payroll action.

## Speaker - Presentation Information Sheet

Please complete **ALL SECTIONS** of this form to ensure your presentation information is accurate and your audio-visual and other needs are properly communicated.

<b>Program Name:</b>	
<b>Program Date(s):</b>	
<b>Location:</b>	

I. SPEAKER INFORMATION			
<b>Name:</b>			
<b>Title:</b>			
<b>Affiliation:</b>			
<b>Preferred Mailing Address:</b>	Street Address:		
	City:	State:	ZIP Code:
<b>Daytime Phone:</b>		<b>Alternate Phone:</b>	
<b>E-mail Address:</b>		<b>FAX Number:</b>	

II. INFORMATION REGARDING PRESENTATION	
<b>Presentation Title:</b>	
<b>Format:</b> (Check all that apply)	<input type="checkbox"/> Lecture/Discussion <input type="checkbox"/> Computer Presentation <input type="checkbox"/> Small-group Exercise/Discussion
<b>A/V Equipment Requirements:</b>	Please check all that are required for your presentation: <input type="checkbox"/> LCD Projector <input type="checkbox"/> Overhead Transparency Projector <input type="checkbox"/> Flip Chart(s) <input type="checkbox"/> Laptop Computer <input type="checkbox"/> 2x2 Carousel Slide Projector <input type="checkbox"/> TV & VCR
<b>Additional or Special Requirements:</b>	
<b>Release Permission:</b> May we post your presentation materials on AETC web sites?	<input type="checkbox"/> Yes <input type="checkbox"/> No

III. SPEAKER ACKNOWLEDGMENTS	
▪	I will obtain permission to submit any material for the syllabus that has not been copyrighted by myself or the University of California.
▪	In presenting a lecture or lectures for this course, I agree to comply with the requirements associated with protected health information under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
▪	I verify that there is no restriction in my current employment that prohibits me from accepting travel reimbursement for my participation as faculty in this continuing education program.
<b>Signature:</b>	_____ <b>Date:</b> _____

**PLEASE COMPLETE INFORMATION ON OTHER SIDE**

Please list below at least one, and up to four, Learning Objectives AND Self-Assessment Questions for your presentation:

#### IV. LEARNING OBJECTIVES

Learning Objectives should inform the audiences as to what they are to learn and what they are expected to do with the information you present. These objectives should also be reflected in your Self-Assessment Questions below.

1.

2.

3.

4.

#### V. SELF-ASSESSMENT QUESTIONS

Self-Assessment Questions should assess or reinforce specific concepts and information that you would like registrants to learn. Questions should refer to your educational objectives. Please provide the correct answer(s) for each question you list.

1.

2.

3.

4.

#### PLEASE FORWARD COMPLETED INFORMATION SHEET TO:

**By E-mail:**

[bteague@nccc.ucsf.edu](mailto:bteague@nccc.ucsf.edu)

**By Campus/U.S. Mail:**

San Francisco Area AETC  
UCSF Box 1365  
San Francisco, CA 94143-1365

**By FAX:**

(415) 476-3454

Questions? Call (415) 476-7059



## Faculty Disclosure Declaration

AIDS Education And Training Center  
Department of Family and Community Medicine at San Francisco General Hospital

<b>Program/Activity Name:</b>	
<b>Program/Activity Date(s):</b>	
<b>Faculty Speaker Name:</b>	

Faculty for AIDS Education and Training Center (AETC) programs approved for Continuing Medical Education or other continuing education credit through any University of California, San Francisco accredited provider must disclose prior to the program any real or apparent conflict(s) of interest that may have a direct bearing on the subject matter of the program. The program provider is required to disclose either verbally or in the program materials any significant financial relationship or other relationship with the manufacturer(s) or any product(s) discussed in the educational presentation. Failure to provide a disclosure statement must also be made known to participants in accordance with appropriate accrediting body standards.

Disclosure pertains to relationships with any pharmaceutical companies, biomedical device manufacturers, or other corporations whose products or services are related to the subject matter of your presentation topic. Investigational or off-label use of pharmaceuticals or medical devices that may be presented or discussed must also be disclosed to the audience. Having an interest in or affiliation with a commercial entity will not prevent you from making the presentation, but the audience must know the relationship so that listeners may form their own judgments about the presentation with the full disclosure of the facts.

**Please complete all sections and sign below:**

**1. Will your presentation include discussion of ANY commercial products or services?**  Yes  No

If YES, do you have ANY financial interest or other significant relationship with ANY manufacturer(s) or provider(s) of the product(s) or service(s) you intend to discuss?  Yes  No

If YES, please list the provider organization(s) and nature of the relationship(s):

<b>Company Name or Organization:</b>	<b>Nature of Relationship:</b>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

**2. Do you intend to include information or discuss investigational or off-label use of ANY pharmaceutical products or medical devices?**  Yes  No

If YES, please list below the investigational or off-label pharmaceuticals or medical devices you plan to discuss:

\_\_\_\_\_  
\_\_\_\_\_

In presenting a lecture or lectures for the above mentioned continuing medical education course, I agree to comply with the requirements associated with protected health information under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

<b>Signature:</b>	<b>Date:</b>
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**Please return to SFAETC:**  
UCSF Box 1365  
San Francisco, CA 94143-1365  
FAX: (415) 476-3454



## Brief Guide To Writing Objectives

Adapted from materials developed by Kenneth W. Lem, PharmD, UCSF School of Pharmacy; and from *Developing Clinical Case Studies: A Guide for Teaching*, by Ann Downer, MS, EdD and Sue Swindells, MBBS. Available from the AETC National Resource Center ([www.aids-etc.org](http://www.aids-etc.org))

### About Learning Objectives

Learning Objectives inform audiences as to what they are to learn and what they are expected to do with the information you present. The purpose of writing strong Learning Objectives is to make explicit the expected outcomes of a learning event and to establish accountability between the instructor and learner. Specific measurable objectives are essential for determining outcomes in the activity evaluation. The box at left describes the elements of strong objectives.

#### Writing Strong Objectives

- **Strong objectives are specific.** They are constructed by stating a performance that describes specific knowledge, attitudes, or skills that a student should be able to demonstrate following exposure to a learning activity. They do not describe the teaching strategy used to achieve a learning outcome.
- **Strong objectives are measurable.** They use active verbs that can be measured by test items, observation, problem-solving exercises, or other evaluation methods. If the performance behavior is covert (will recognize, will identify), then an indicator behavior (will recognize by circling, will identify by underlining) should be stated.
- **Strong objectives are achievable and realistic.** They describe expectations of knowledge, attitude, or behavior change that are realistic given the conditions for instruction (ie, time and size of the group).

Adapted from Mager<sup>2</sup>

The most important aspect of constructing a Learning Objective is selecting the action verb. This verb should express exactly what the learners are to do with the information you present, e.g., it may ask to:

**"COMPARE..."**  
**"CITE EVIDENCE FOR..."**  
**"RECALL..."**  
**"LIST..."**

**"ILLUSTRATE..."**  
**"DISCUSS..."**  
**"DEDUCE..."**

All of the above verbs are suitable for Objectives. The table below also shows the six levels of learning in the cognitive domain, in increasing order of complexity, with examples of appropriate verbs to use at each level<sup>1</sup>:

COGNITIVE DOMAIN	VERBS
<b>Knowledge:</b> recall; the ability to remember information	Recall, recite, list, match, define, identify, name, describe, state
<b>Comprehension:</b> understanding; the ability to interpret and explain information	Explain, summarize, translate, interpret, rewrite, distinguish, estimate, generalize, infer, paraphrase
<b>Application:</b> the ability to use information to solve problems and create new approaches	Use a rule; generalize a law or principle to a new problem situation; demonstrate; predict; change; solve; relate; employ guides, maps, charts; construct models; discover
<b>Analysis:</b> ability to break down information; to categorize and recognize patterns	Recognize assumptions, discriminate, illustrate relationship between parts of a whole, break down or take apart for analysis, categorize, diagram, outline, relate, separate, reorder parts for examination, disassemble
<b>Synthesis:</b> ability to bring together sets of information to create or invent solutions to problems	Integrate, categorize, create, design, generate, relate, formulate a hypothesis, produce a new plan, contribute new view of old problem
<b>Evaluation:</b> ability to make a judgment based upon evidence	Render an opinion, support a point of view, judge worth, appraise, conclude, criticize, justify, explain

### ANOTHER WAY TO LOOK AT OBJECTIVES...

If you have never written objectives before (or even if you have) try this: Before thinking about writing objectives, make up your self-assessment questions first. Objectives can be easily derived from the questions you would like the audience to be able to answer:

**Example #1**...If you feel that the audience should be able to answer the question, "What new insights into therapy were gained during the development of a new delivery system for poly-widget HCl?" This question can be easily converted to a Learning Objective such as, "Recall the insights into therapy gained during the developmental process of formulating a new delivery system for poly-widget HCl."

**Example #2**...From the question, "How can the use of intranasal insulin formulations by patients be justified?", the words can be rearranged to come up with an objective like, "Name three advantages that intranasal insulin formulations have over insulin preparations which are administered subcutaneously."

<sup>1</sup> Bloom BS, Engelhart MD, Furst EJ, Hill WH, Krathwohl DR. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: The Cognitive Domain.* New York: David McKay; 1956.

<sup>2</sup> Mager RF. *Preparing Instructional Objectives.* Atlanta: Center for Effective Performance, Inc.; 1997.

## Guidelines for Effective Visuals

### Guidelines: Organization

- **Outline formats are easier to follow.**
- **No more than one topic per slide.**
- **Use the 6x6 rule:**
  - **No more than 6 lines of text.**
  - **No more than 6 words per line.**

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### Guidelines: Organization

- **Use bullets, not numbers.**
  - **Bullets imply no significant order.**
  - **Use numbers only to show rank or sequence.**

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### Guidelines: Organization

- **Keep the content simple.**
  - **If you need to explain a complicated chart or table, start with only a few key elements on the first slide, then build by adding other elements on successive slides.**

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### Guidelines: Font Size

- **Titles are in bold.**
  - **Titles should be 40 point.**
  - **Minimum 36 point.**
- **Text and Bullets are not in bold.**
  - **Text should be 32 point.**
  - **Minimum 24 point.**
    - **Anything below 24 point will be unreadable on the screen.**

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### Guidelines: Font Style

- **Text and Bullets**
  - **Font should be plain (sans serif--no curly feet) such as Arial or Universal for body text.**
  - **Fancier fonts can be difficult to read from the back of the room.**
- **Sub bullets should be in upper and lower case.**
  - **NOT ALL CAPS.**
  - **And Not Each Word of the Sub Bullet Capitalized.**

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### Guidelines: Color

- **Use the same color(s) consistently throughout the presentation.**
- **Limit colors to four per visual—too many colors are confusing.**

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## Guidelines for Effective Visuals

### Guidelines: Color

#### The best readability colors are:

##### Overheads

- Black on white
- Black on yellow
- Dark green on white
- Dark blue on white

##### Slides

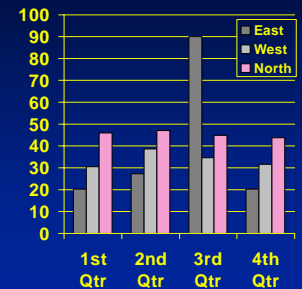
- Yellow on dark blue
- Yellow on dark green
- White on dark green
- White on dark blue

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### Guidelines: Color

#### Use solid colors instead of fill patterns on charts.

- Patterns on bars or pie slices cause confusion.
- Solid colors convey a clear, bold message.



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### Guidelines: Charts and Graphs

- Visual information should be instantly recognizable.
  - Label all charts and diagrams clearly.

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### Guidelines: Charts and Graphs

- Make charts and graphs simple and easy to read.
  - 4-6 columns per graph maximum.
  - 2-3 curves on a graph maximum.
  - 5 vertical columns or bars in a bar graph maximum.
  - Use two-dimensional chart types (3D charts are difficult to read).

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### Guidelines: Flipcharts

- Flipcharts should not be used in larger presentations.
  - If your audience will be more than 20 people, use a write-on overhead transparency instead of a flipchart to illustrate your points.

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### Guidelines: Handouts

- Be sure to send electronic copies of your materials to the AETC to be copied!
- Use three-per page layout.
- Make sure that the order of your overheads or slides matches the order in your handout materials.

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