32,000 earth circumvolutions ago our begeters begat an *npc, chartered in contradistinction to indenture and allotted to the overture that all **hs’s are actualized in a corresponding manner. At the current epoch, those of us who are forsworn to avert the dissolution of the entity are fighting, appraising whether that npc or any npc so allotted and so begat can last. ***F&P that we should do this times a million. But, yo, we cannot d, c, or h this loam. Here are the data.

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This is statistically significant at the .005 level.

*neoteric political configuration
**homo sapiens
***fitting and proper
GIVING LECTURES

Bringing Education & Service Together
After participating in this session, participating residents will be able to give an interactive mini-lecture for learners at various levels of training.
Lectures

- Lecturing is a familiar method of clinical teaching—and a difficult one to use well.

- Throughout their careers, physicians may be asked to give lectures for learners, colleagues, patients, or others.
Challenges of lecturing:

- The challenge of lecturing is to make it **interactive** enough that participants will learn from it.

For resident teachers, lectures may range from brief talks (1-2 learners) to longer lectures (e.g., grand rounds).
The “LECTURE” Approach to Giving Presentations

- Learning objectives
- Evaluation
- Control of session
- Talk

→ Understanding
→ Retention
- Education
Learning Objectives

• In any teaching session, it’s important to clarify goals.

• For lectures, teachers explain goals in the form of behavioral learning objectives: the specific behaviors we expect attendees to be able to do after participating in the session.
Learning Objectives

• **Example:** “After participating in this session, students will be able to describe one treatment strategy for acute low back strain.”

• Clarify **why** the audience needs to hear about this topic.
EVALUATION

- Teach through questioning: early in the session, evaluate attendees’ prior experience and knowledge.
- What are the attendees’ own learning goals for this session?
- Give permission to reveal limitations and learning needs.
CONTROL OF SESSION

• As the teacher and leader, you control the teaching session.

• How can you best organize it to achieve your learning objectives?

• Before the talk, spend some time organizing your materials.
CONTROL OF SESSION

- Well-designed **audiovisual materials** can enhance learning:
  - Projected images
  - Handouts
  - Writing on board
- **Pace** your talk: you don’t need to “cover” all material.
Certain techniques will enhance your presentation:

- Make your talk personal
- Use a conversational style
- Move and gesture naturally
- Don’t apologize for your presentation
- Look at audience, not slides or board
Help attendees **understand** the topic by asking them to analyze and synthesize the material.

Help attendees **retain** what they’ve learned by encouraging review of facts and concepts.
EDUCATION

• Mention—at least briefly—learning resources that attendees can use after the session:
  • Articles  • Online resources  • Texts

• Encourage self-directed learning: what would attendees like to do to enhance their own learning?