

# SGIM WORKSHOP PEARLS:

## MAKING THE MOST OF YOUR 60 MINUTE SESSION



<b>Topic</b>	<ul style="list-style-type: none"> <li>• Make it <b>FOCUSED</b>. For example, if you want to present on “Breast Cancer Screening”, choose “Impact of Breast Density on Breast Cancer Screening Recommendations” instead. Another example: if you want to present on “Giving a Lecture,” choose “Four Ways to Make a Lecture Interactive with Little Preparation Time” instead.</li> <li>• Make it <b>TIMELY</b>. Choose a topic that falls at the learning edge of your anticipated audience. For example, focus it on new guidelines, on a potentially controversial subject, or one that relates to the meeting theme.</li> <li>• Make it <b>“PRACTICE” CHANGING</b>. Participants should be able to apply new knowledge or skill on your topic to their patient care, teaching, research, or other professional activities.</li> </ul>
<b>Team</b>	<ul style="list-style-type: none"> <li>• <b>LIMIT</b> the number. Choose a maximum of 4 workshop faculty, but sometimes 2 or 3 is better.</li> <li>• Consider their <b>CONTRIBUTION and EXPERTISE</b>. It helps to have one “big picture” person, one person experienced in presenting workshops, and one person who is detail-oriented. Often each contributor can play more than one role</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The workshop summary should answer <b>3 KEY QUESTIONS</b>: <ul style="list-style-type: none"> <li>○ Why is the topic <b>IMPORTANT</b>?</li> <li>○ What should participants expect <b>DURING THE SESSION</b>?</li> <li>○ What will the participants <b>TAKE AWAY</b> from the session?</li> </ul> </li> <li>• Include no more than <b>THREE LEARNING OBJECTIVES</b> and write them in <b>SMART</b> format: <ul style="list-style-type: none"> <li>○ Specific (state what the learner will be able to do)</li> <li>○ Measurable (how much change is expected)</li> <li>○ Achievable (with available resources and restraints)</li> <li>○ Relevant/Realistic (pertinent to needs of the participant and the SGIM)</li> <li>○ Time-phased (provides timeline indicating when the objective will be met—most should be met within 60 minutes)</li> </ul> </li> </ul>
<b>Preparing and Presenting</b>	<ul style="list-style-type: none"> <li>• At least half of the workshop should be <b>INTERACTIVE</b> and facilitated by workshop faculty.</li> <li>• <b>COMMON INTERACTIVE METHODS</b> include case-based or problem-based individual or group activities and large group facilitated discussion.</li> <li>• <b>USE YOUR 60 MINUTES WISELY</b> <ul style="list-style-type: none"> <li>○ Allot a specific amount of time to each speaker and activity and distribute timeline to workshop faculty.</li> <li>○ Didactic content should include only essential information.</li> <li>○ Avoid allotting more than 1-3 minutes on providing background information.</li> <li>○ Practice the session beforehand to ensure that time allotments are realistic. Edit content if they are not.</li> <li>○ Arrive early to check room set-up and AV equipment.</li> <li>○ Assign a workshop faculty member to keep track of time.</li> <li>○ Start the workshop on time (not 5 minutes late) and end on time.</li> <li>○ Limit amount of moving around or rearranging space required by participants.</li> <li>○ Consider telling the group at the beginning to see you after the session is over for any questions.</li> </ul> </li> </ul>
<b>Handouts</b>	<ul style="list-style-type: none"> <li>• Provide links to or copies of educational materials and resources through the SGIM annual meeting app ahead of the session.</li> <li>• Distribute hand-outs containing information important to, but not essential to the topic presented. Hand-outs should enhance the content presented, not repeat it.</li> </ul>