

how to think in Power Point

communicating ideas for the receiver (not the speaker)

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DENTAL



Uniformed
Services
University

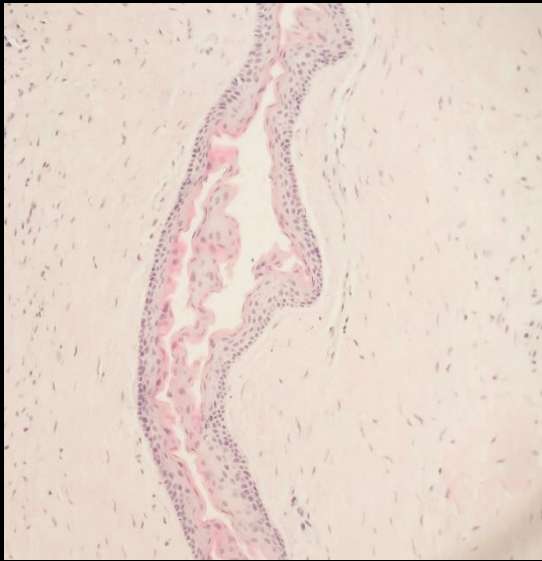
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Presenter has no financial interest to disclose

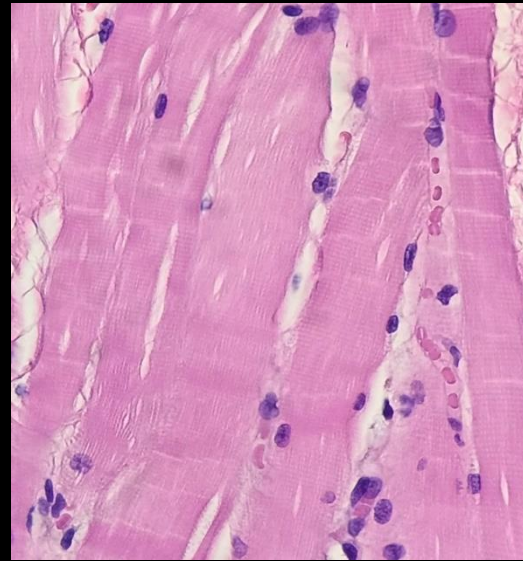
**what
is
it?**

**what
else is
it?**

**what's
my
plan?**



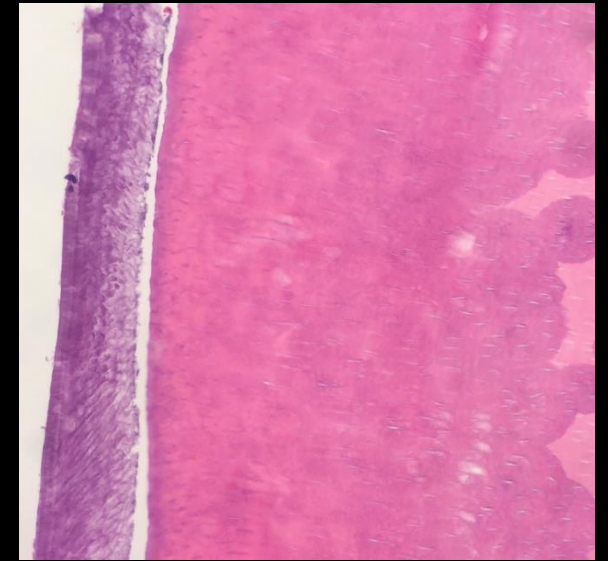
OKC vs ameloblastoma



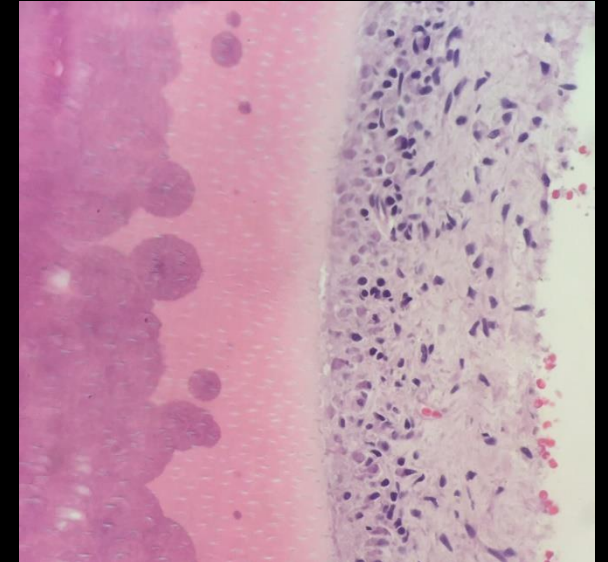
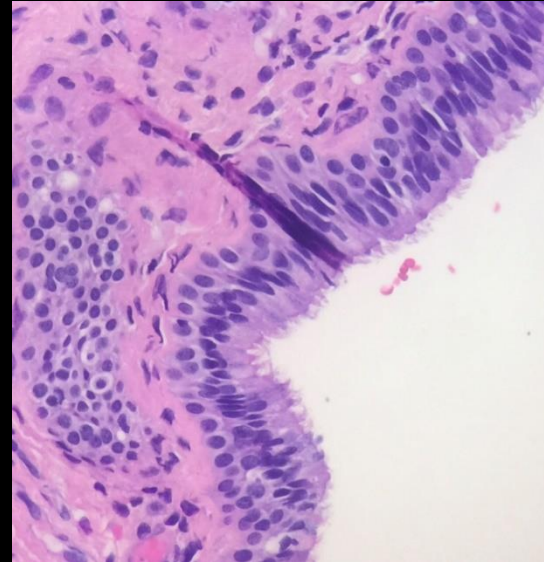
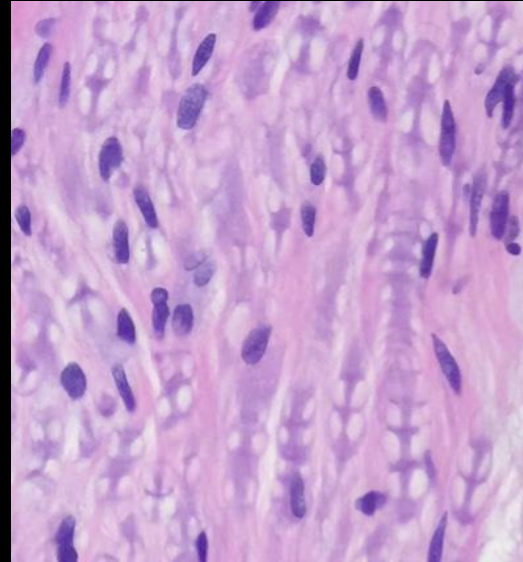
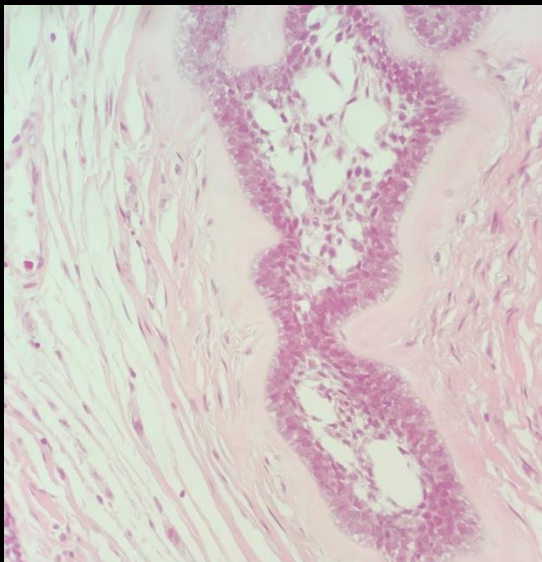
muscle vs nerve

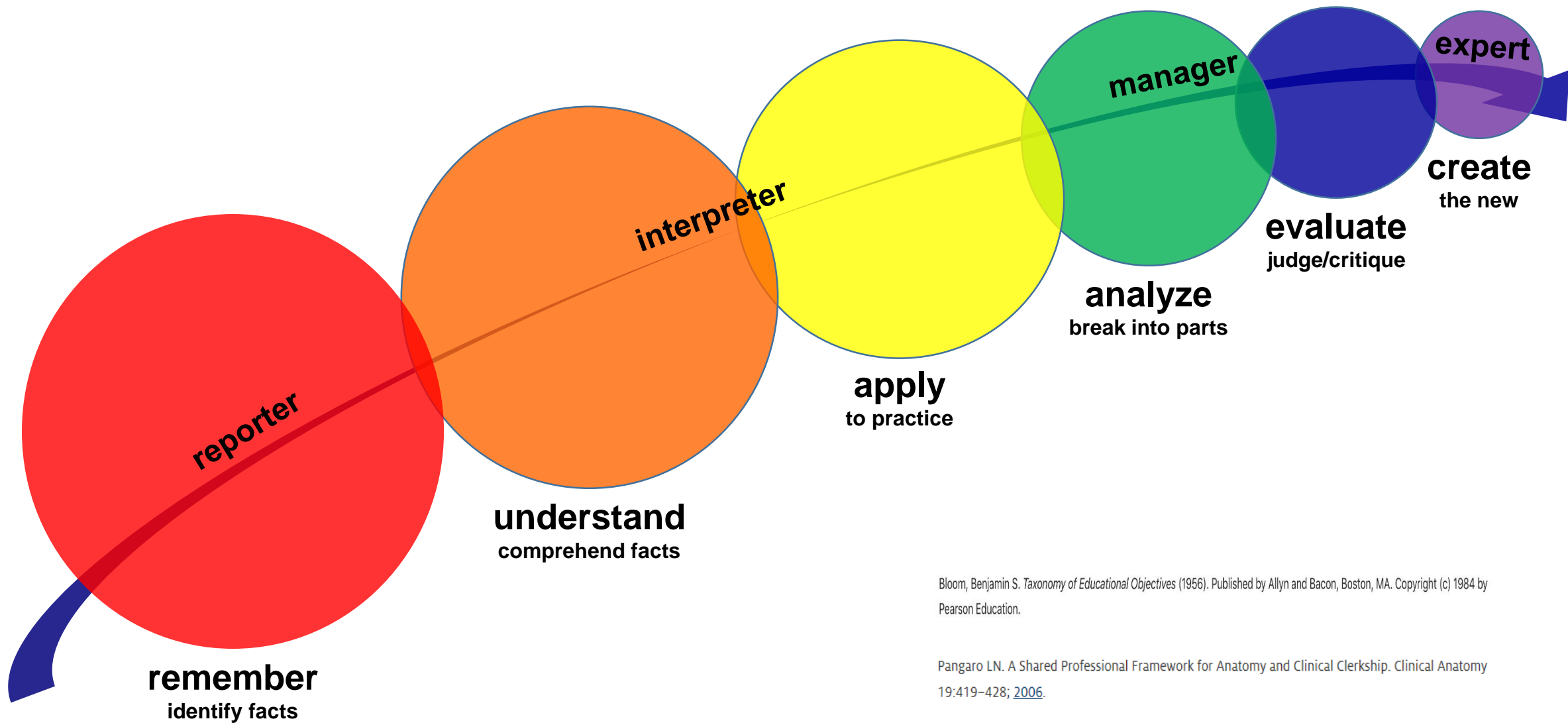


squamous vs respiratory



enamel vs dentin vs pulp





Bloom, Benjamin S. *Taxonomy of Educational Objectives* (1956). Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.

Pangaro LN. A Shared Professional Framework for Anatomy and Clinical Clerkship. *Clinical Anatomy* 19:419–428; [2006](#).

Pangaro LN. A New Vocabulary and Other Innovations for Improving Descriptive In-Training Evaluations. *Academic Medicine* 74:11 (November); [1999](#).

**digitally
naive**

**digital
immigrant**

**digital
native**

7 (± 1)

The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information^[1]

George A. Miller (1956)
Harvard University

First published in *Psychological Review*, 63, 81-97.

4 (± 1)

Published in final edited form as:
Educ Psychol Rev. 2014 June 1; 26(2): 197–223. doi:10.1007/s10648-013-9246-y.

**Working Memory Underpins Cognitive Development, Learning,
and Education**

Nelson Cowan
University of Missouri

This is your title or subject matter

- This slide has seven bullet item sentences
- The audience reads what's on the slide
- They're not listening to what you say
- They're not watching what you are doing
- They don't see your non-verbal body language
- You're probably mired in terminological complexity
- The audience will likely retain very little

TED Talk (idea)

The secret structure of great talks

Nancy Duarte

visual

TED Talk (idea)

How to speak so that people want to listen
Julian Treasure

verbal

TED Talk (idea)

Your body language may shape who you are

Amy Cuddy

nonverbal

TED Talk (idea)

Talk nerdy to me
Melissa Marshall

**know what you
want to say**

**limit
distractors**

**prepare the
audience**

**non
verbals**

**use visuals
smartly**

**provide
evidence**

**limit
bullets**

**summarize
the talk**

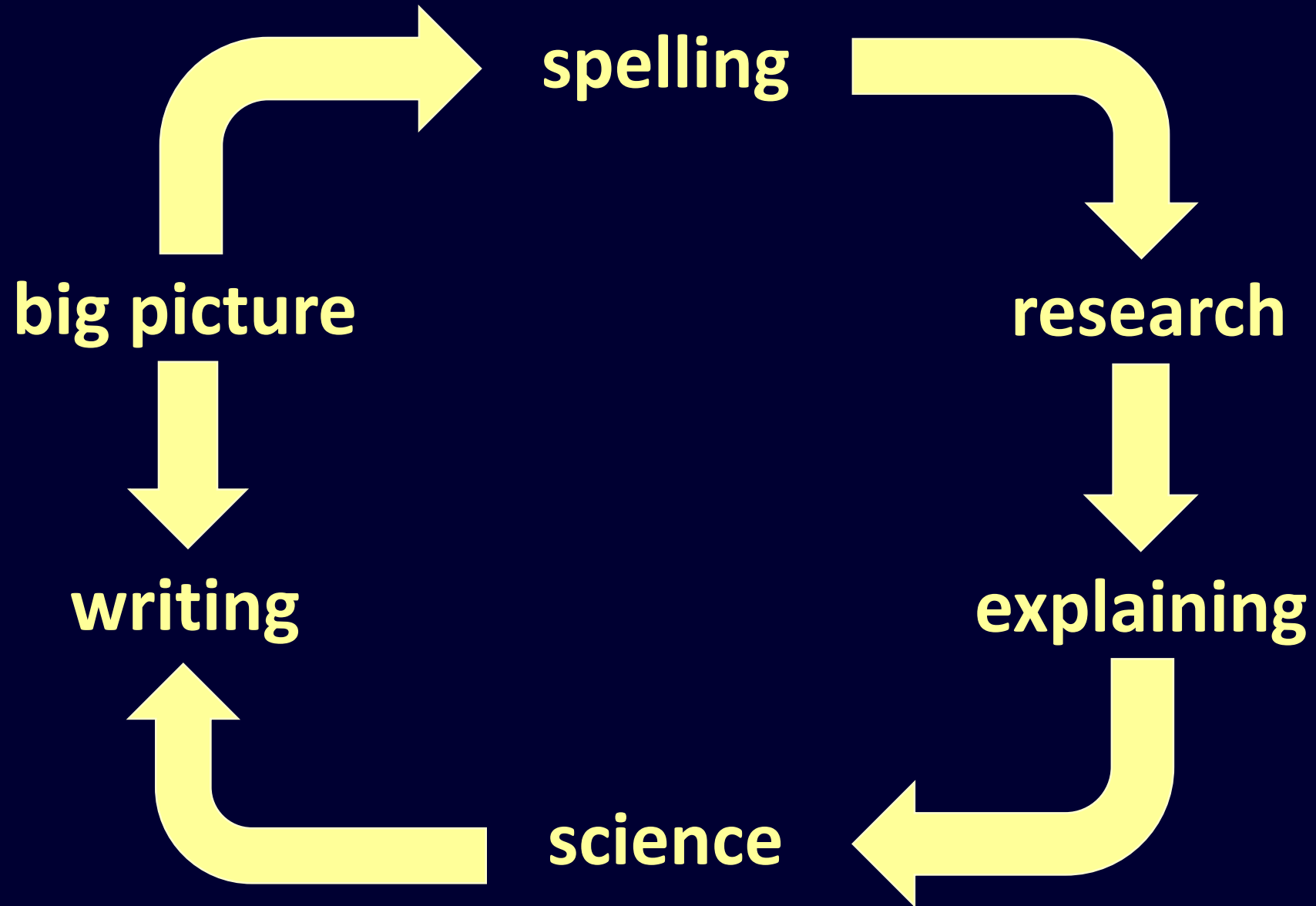


**first 5
last 5
additional 5
(audience time)**

**blocks
of
time
(slide time)**

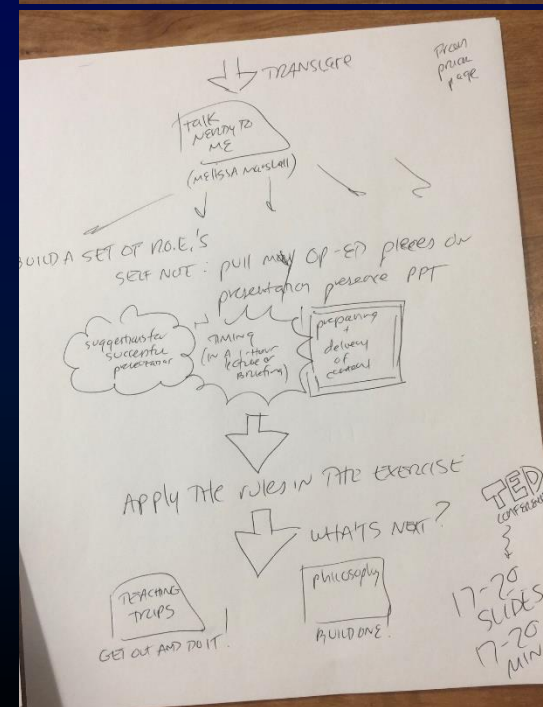
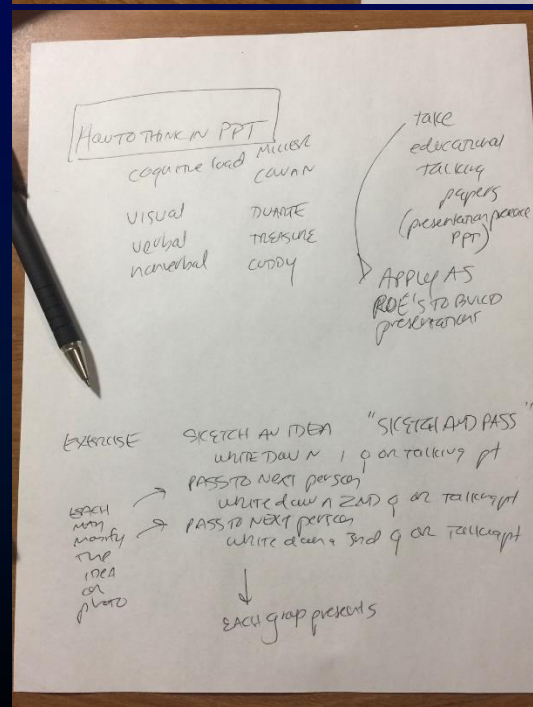
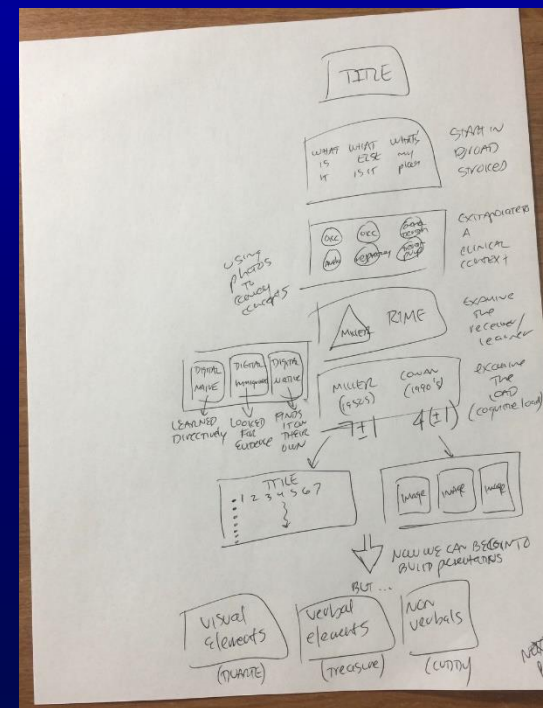
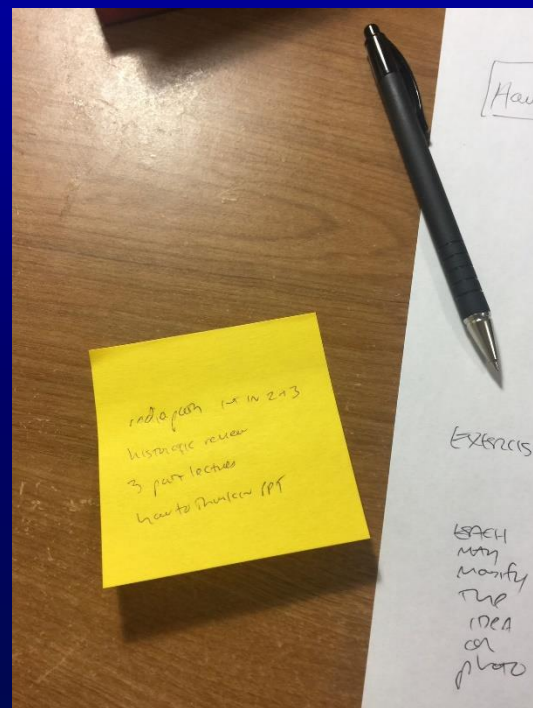
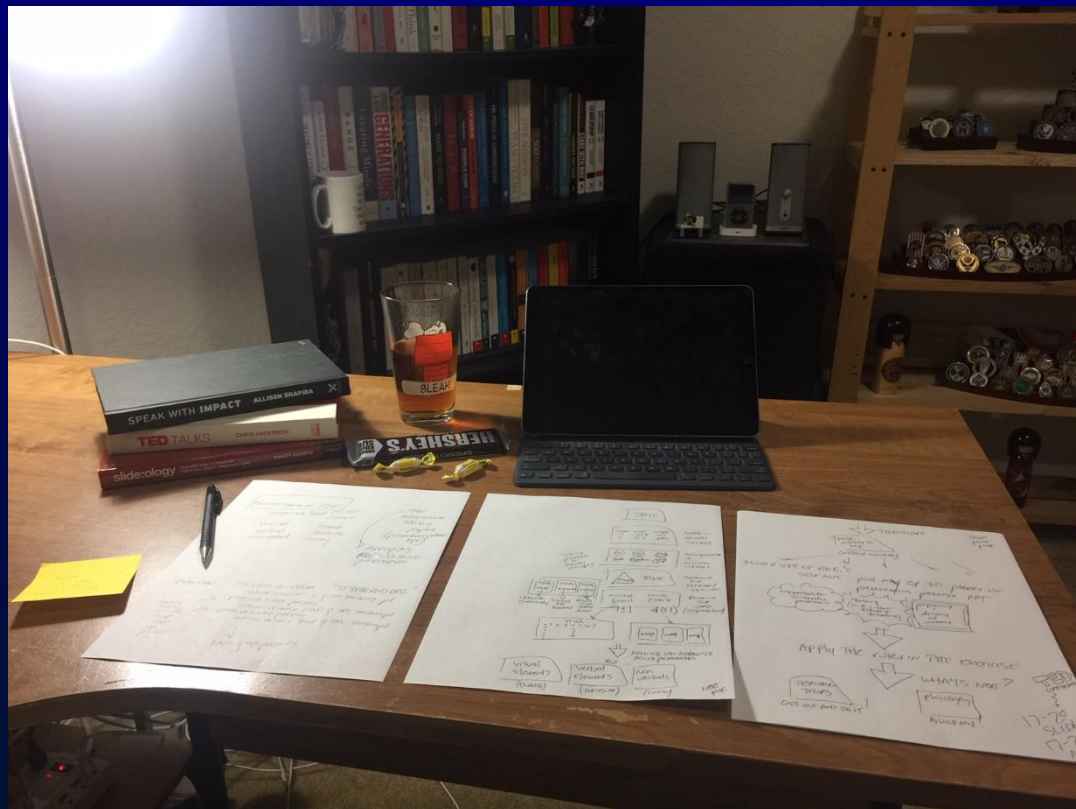
**timing
cadence
pacing
(your time)**

**RESPECT
REPEAT
REVISIT
(audience time)**



exercise/application

“sketch and pass”



Competencies and Entrustable Professional Activities (EPAs)

Patient care

Medical knowledge

Professionalism

Communication skills

Practice-based learning

Systems-based practice

TABLE 1	EXAMPLES OF EPAs RELATED TO THEIR MOST IMPORTANT ACGME COMPETENCY DOMAINS					
ACGME Competencies						
Illustrative EPAs	MK	PC	ISC	P	PBLI	SBP
Performing an appendectomy	•	•				
Executing a patient handover	•	•	•			•
Designing a therapy protocol	•				•	
Chairing a multidisciplinary meeting		•	•	•		•
Requesting organ donation			•	•		
Chronic disease management		•	•	•		•

Abbreviation: EPAs, entrustable professional activities; ACGME, Accreditation Council for Graduate Medical Education; MK, Medical Knowledge; PC, Patient Care; ISC, Interpersonal Skills and Communication; P, Professionalism; PBLI, Practice-Based Learning and Improvement and SBP, Systems-Based Practice.

Ten Cate O. Nuts and Bolts of Entrustable Professional Activities. Journal of Graduate Medical Education (2013)

get out and teach

fully engage

be flexible

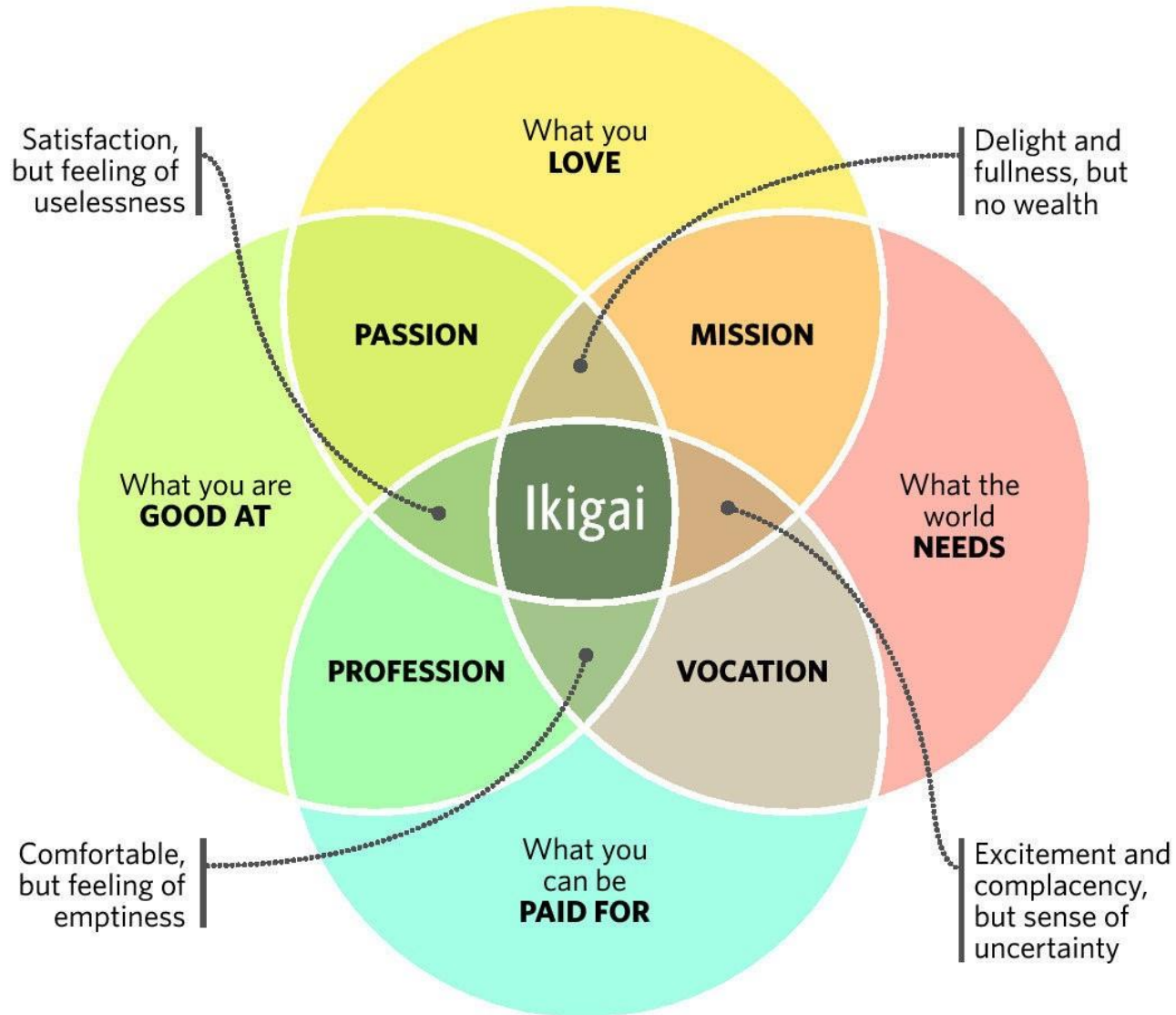
connect with people

acknowledge the invitation

think about the next trip

Ikigai

A JAPANESE CONCEPT MEANING "A REASON FOR BEING"



Be non-traditional

Flourish
(low dose, high frequency)

No case is a bad teaching case

"Truth in advertising"

Use every tool possible

Don't wait to teach

Communicate

Say "I don't know"
(but find the answers)