

AVOIDING DEATH BY POWERPOINT

Strategies for creating compelling presentations

Johanna Lackner, MPH, MSW
 Avant Medical Communications Group
 johannalackner16@gmail.com
 415.717.7850

In this presentation . . .

- Zone of Engagement → The Sweet Spot
- Five Strategies → Get and Keep Attention
- Three Keys → Avoid Confusion and Overwhelm

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Find the Zone of Engagement

Failure to engage is engaging with failure.

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Find the Zone of Engagement

Experts
Specialists

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Find the Zone of Engagement

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Find the Zone of Engagement

WHO is this presentation for?

Public

Clinicians


Strategy #1
Keep your audience in mind at every stage of development.

- Literacy and numerically appropriate
- Culturally appropriate
- Terms, science, and/or medicine is correct

Get a review by someone who is like your audience

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Find the Zone of Engagement




Public **Clinicians**

Malcolm Knowles – Characteristics of adult learners
 Adult learners are **relevancy-oriented**

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Find the Zone of Engagement



Public **Clinicians**

What does this have to do with my life?

How does this apply to my practice?

Strategy #2
 Make your content **explicitly relevant** to their lives.

- Appeal to “what’s in it for me”
- **Meaningful** = “applies to me”

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Find the Zone of Engagement

Strategy #3
 In the context of your topic, understand what they care about and know their **‘points of pain’**.

Imagine you are one of them and ask yourself these questions: In the context of [your topic]. . .


- “What matters the most to me?”
- “What do I care about?”
- “What am I worried about?”
- “What makes change difficult for me (barriers)?”

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Find the Zone of Engagement

Strategy #3
 In the context of your topic, understand what they care about and know their **‘points of pain’**.

Do your research!




Public **Clinicians**

Advocacy groups & foundations	Clinical experts
Local public health agencies	Clinicians
Local government	Articles (opinions and comments)
Press – online and print	Professional organizations
Colleagues	

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Find the Zone of Engagement



AIR QUALITY AND ASTHMA

Strategy #3
 In the context of your topic, understand what they care about and know their **‘points of pain’**.

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Grab Their Attention From the Start

You have about **60 seconds** to:
 Capture attention and motivate them to listen

If you are successful, they will be hooked . . .

... as long as ...
 you stay in the **Zone of Engagement**
 for the rest of your presentation.

ASTHMA AND AIR QUALITY

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Grab Their Attention From the Start

Strategy #4
Give them a '**R-E-A-L**' experience in the first 60 seconds of your presentation.

- R** – Relevant (It could/does happen to them.)
- E** – Experiential (It will make them FEEL something.)
- A** – Applicable (It fits the content.)
- L** – Live (It happened to real live people.)

ASTHMA AND AIR QUALITY

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Asthma kills about 10 to 15 people a day in the U.S.

Asthma kills about 10 to 15 people a day in the U.S.

Last year, 3,615 Americans died of asthma.

Asthma kills about 10 to 15 people a day in the U.S.


Last year, 3,615 Americans died of asthma.

Most of these deaths were avoidable.

What follows is an audio clip from a video that was posted on You Tube.

This is the caption that was posted with the video:

*My girlfriend filmed this while i had an asthma attack...
The inhaler has depleted and i was waiting for the
damn ambulance..*



Teens and young adults are at high risk for severe attacks because of poor self-management of their asthma.



...i feel like someone put a plastic bag over my head...! cant get air.. I'm so tired...panicing



Luckily, this young man survived this attack. He is still posting videos of his asthma attacks on You Tube.

Grab Their Attention From the Start

Strategy #4
Give them a 'R-E-A-L' experience in the first 60 seconds of your presentation.

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Grab Their Attention From the Start

Strategy #4
Give them a 'R-E-A-L' experience in the first 60 seconds of your presentation.

Where to get good stuff

You Tube
Online news clips
Interviews
Photo montage
Google keywords

Make sure it's open source!! Always give credit!

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Facts ~~vs~~ Acts *and*

Facts = Information; goal is to increase knowledge

Acts = Specific instructions to do something; goal is to effect change

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Give Them Something to Do

- Adults are independent and autonomous.
- Adults like to learn what they can do to lessen their 'pain points'.
- Adults learn best when they can apply what they've learned to real life.

Strategy #5
Include clearly outlined **actions** your audience can take **to help themselves**.

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The screenshot shows the CDC website page for 'Asthma: A Presentation of Asthma Management and Prevention'. The page features a search bar at the top right, a navigation menu on the left, and a main content area with social media icons and a list of resources. The resources include a download link for the complete presentation (PPT - 10.1 MB) and several smaller presentation files for different topics like Introduction, Epidemiology, Risk Factors, Diagnosis, Clinical Management, and Managing Asthma.

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A Public Health Response to Asthma

A call to action for organizations and people with an interest in asthma management to work as partners in reducing the burden of asthma within our nation's communities.

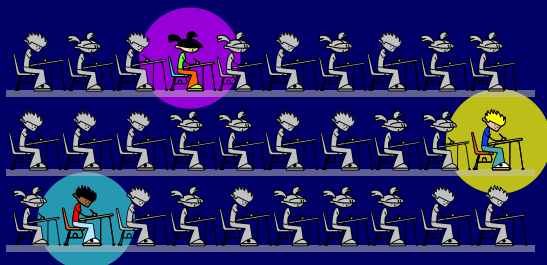


A Public Health Response to Asthma: School Actions

- Establish policies and procedures to support children with asthma.
- Keep students' asthma action plans at the school.
- Make medications available
 - During school hours
 - Before physical activity and sports
 - During before- and after-school programs
 - On field trips or when away from campus
- Train school staff to recognize signs of an asthma attack and to use appropriate medications.



On average, 3 children in a classroom of 30

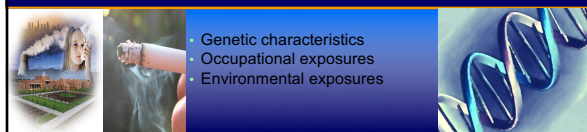


are likely to have asthma.*

*Epidemiology and Statistics Unit. Trends in Asthma Morbidity and Mortality. NYC, A.I.A. July 2006.



Risk Factors for Developing Asthma




- Genetic characteristics
- Occupational exposures
- Environmental exposures




Clearing the Air: Categories for Associations of Various Elements

- Sufficient evidence of a causal relationship
- Sufficient evidence of an association
- Limited or suggested evidence of an association
- Inadequate or insufficient evidence to determine whether an association exists
- Limited or suggestive evidence of no association



Clearing the Air: Indoor Air Exposures & Asthma Development


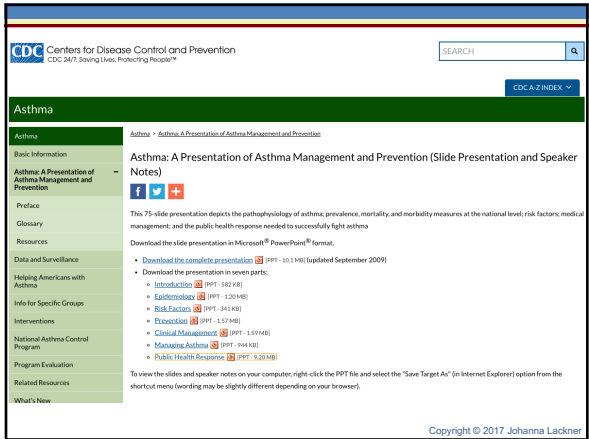
<p><u>Biological Agents</u></p> <ul style="list-style-type: none"> • Sufficient evidence of causal relationship <ul style="list-style-type: none"> • House dust mite • Sufficient evidence of association <ul style="list-style-type: none"> • None found • Limited or suggestive evidence of association <ul style="list-style-type: none"> • Cockroach (among pre-school aged children) • Respiratory syncytial virus (RSV) 	<p><u>Chemical Agents</u></p> <ul style="list-style-type: none"> • Sufficient evidence of causal relationship <ul style="list-style-type: none"> • None found • Sufficient evidence of association <ul style="list-style-type: none"> • Environmental Tobacco Smoke (among pre-school aged children) • Limited or suggestive evidence of association <ul style="list-style-type: none"> • None found
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Clearing the Air: Indoor Air Exposures & Asthma Exacerbation

<p><u>Biological Agents</u></p> <ul style="list-style-type: none"> • Sufficient evidence of causal relationship <ul style="list-style-type: none"> • Cat • Cockroach • House dust mite • Sufficient evidence of an association <ul style="list-style-type: none"> • Dog • Fungus/Molds • Rhinovirus • Limited or suggestive evidence of association <ul style="list-style-type: none"> • Domestic birds • Chlamydia and Mycoplasma pneumonia • RSV 	<p><u>Chemical Agents</u></p> <ul style="list-style-type: none"> • Sufficient evidence of causal relationship <ul style="list-style-type: none"> • Environmental tobacco smoke (among pre-school aged children) • Sufficient evidence of association <ul style="list-style-type: none"> • NO₂, NO_x (high levels) • Limited or suggestive evidence of association <ul style="list-style-type: none"> • Environmental Tobacco Smoke (among school-aged, older children, and adults) • Formaldehyde • Fragrances
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This part ends here.

The screenshot shows the CDC website page for Asthma. The main heading is "Asthma: A Presentation of Asthma Management and Prevention (Slide Presentation and Speaker Notes)". Below this, there are sections for "Resources" and "Download the complete presentation" with links to various documents like "Introduction", "Epidemiology", "Risk Factors", "Diagnosis", "Clinical Management", and "Managing Asthma".

How to decrease the risks of:


Asthma Development	Asthma Exacerbation
1.	1.
2.	2.
3.	3.
4.	4.



Give Them Something to Do

- Adults are independent and autonomous.
- Adults like to learn what they can do to lessen their 'pain points'.
- Adults learn best when they can apply what they've learned to real life.

Strategy #5
Include clearly outlined **actions** your audience can take **to help themselves**.



Facts ~~or~~ Acts
and

If you break the presentation into parts, assume isolated parts will be viewed.

**INCULDE BOTH FACTS AND ACTS
IN ALL PARTS**

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Review

Strategy #1	Keep your audience in mind at every stage of development	Literacy; numeracy; culture and gender sensitivity
Strategy #2	Make your content <i>directly relevant to their lives</i>	To be <i>Meaningful</i> it needs to apply to their lives
Strategy #3	Understand what they care about and know their <i>'points of pain'</i>	What they care about; what worries them
Strategy #4	Give them a <i>'R-E-A-L'</i> experience in the first 60 seconds	Relevant, Experiential, Applicable, Live
Strategy #5	Include clearly outlined <i>actions</i> they can take <i>to help themselves</i> .	Always include action points in intact presentation and in each section if broken into parts

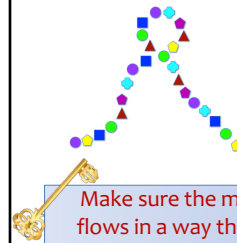
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Three Keys to Maintaining Attention

1. Continuity and connections
2. Similarity
3. Patterns

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1. CONTINUITY & CONNECTIONS



- Purpose
- Tells a story
- Makes sense

Make sure the main points are clear and content flows in a way that makes sense to your learners.

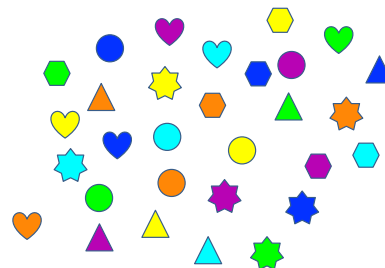
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2. SIMILARITY

Group information in a logical way.
Organize content into specific segments that make sense.

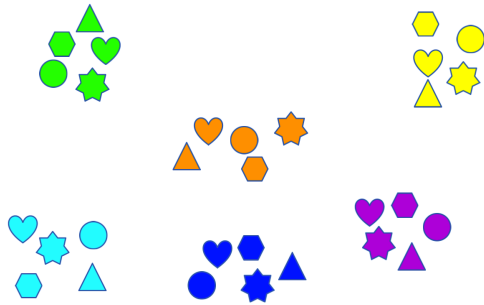
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2. SIMILARITY



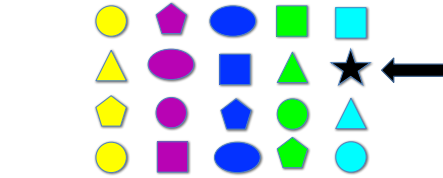
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2. SIMILARITY



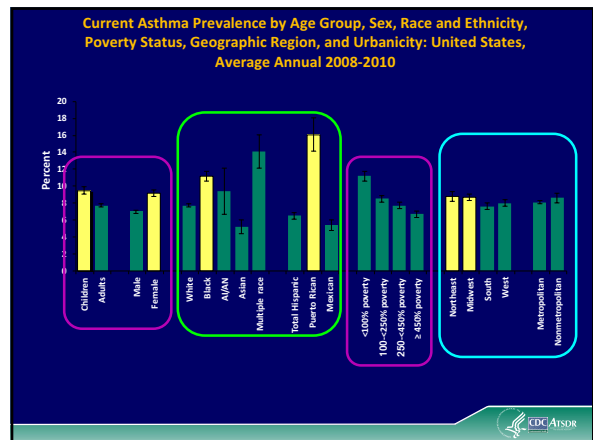
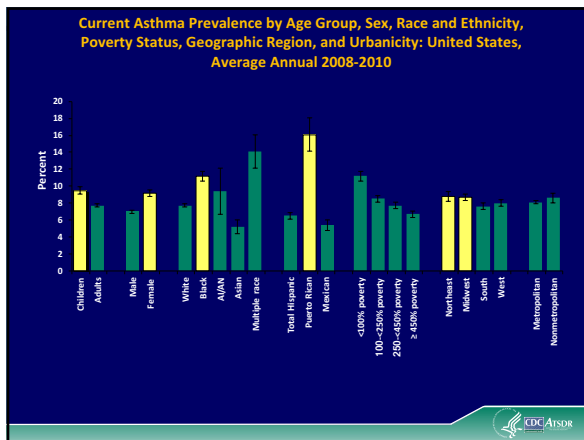
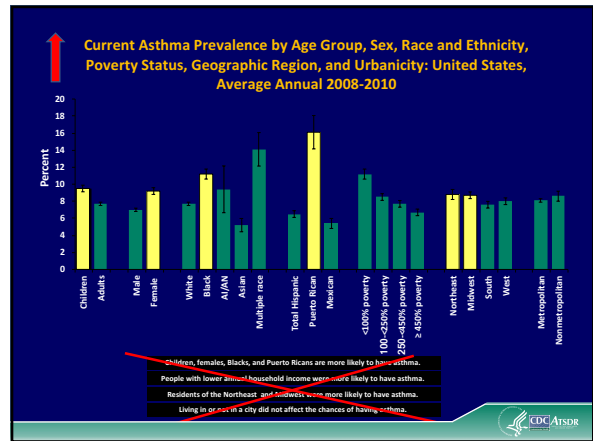
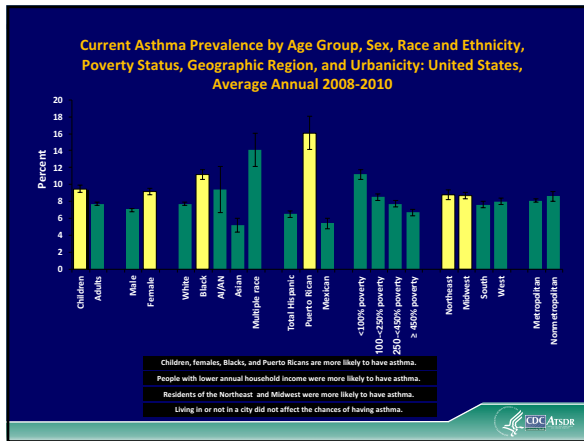
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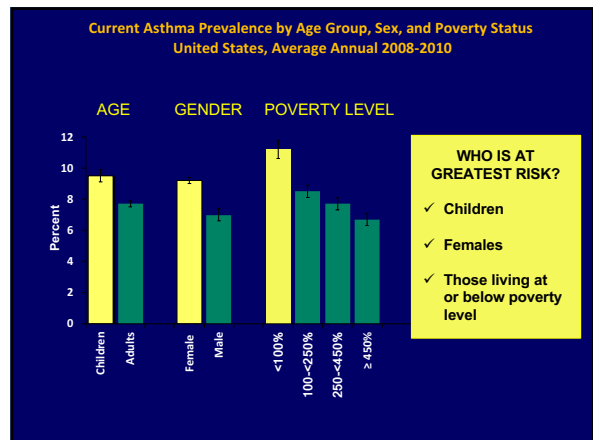
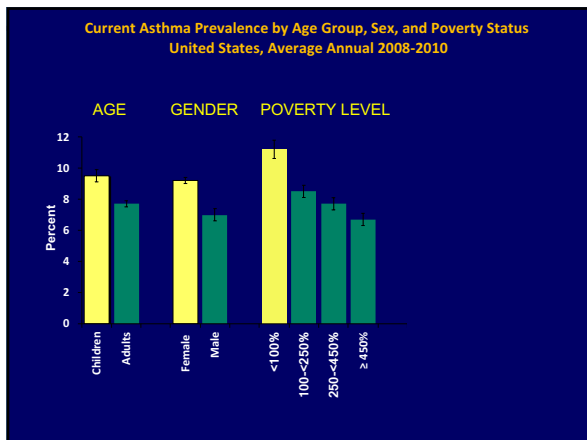
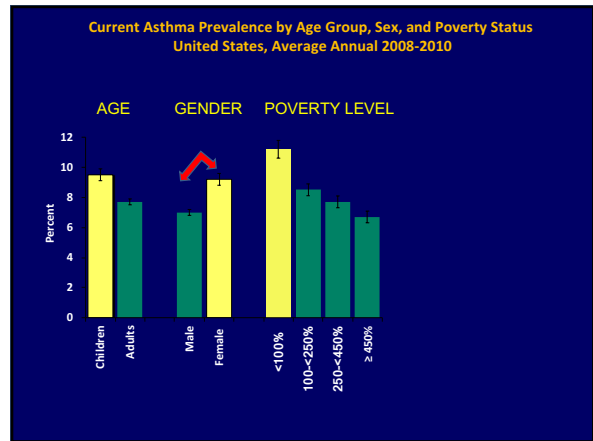
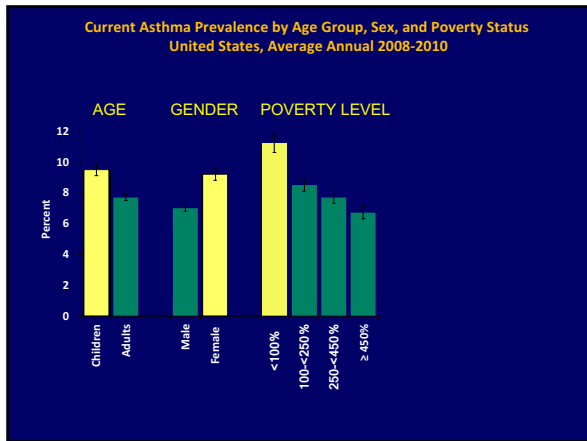
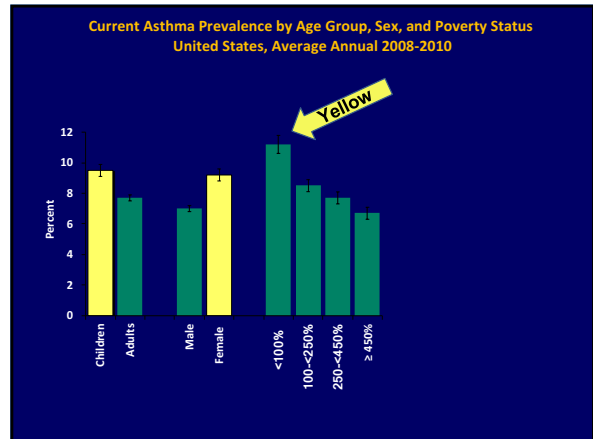
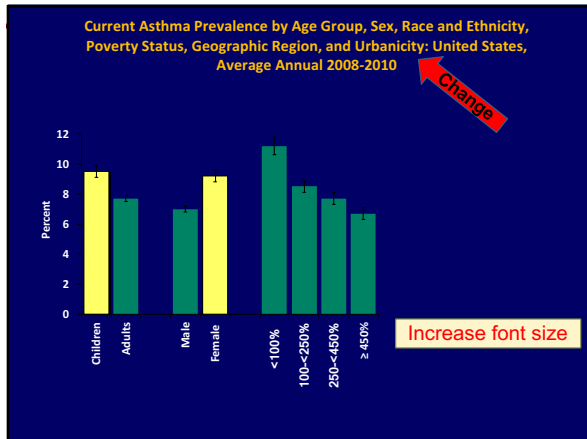
3. PATTERNS

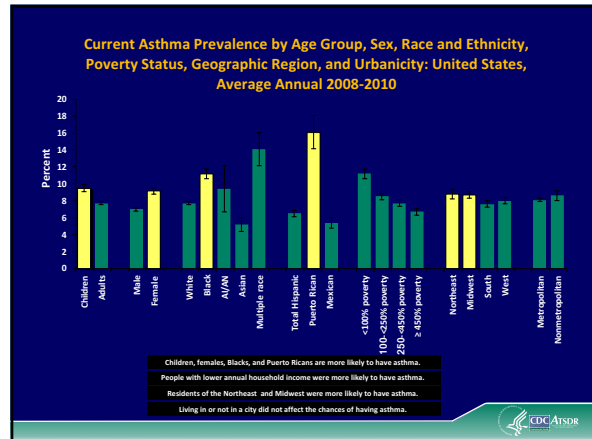
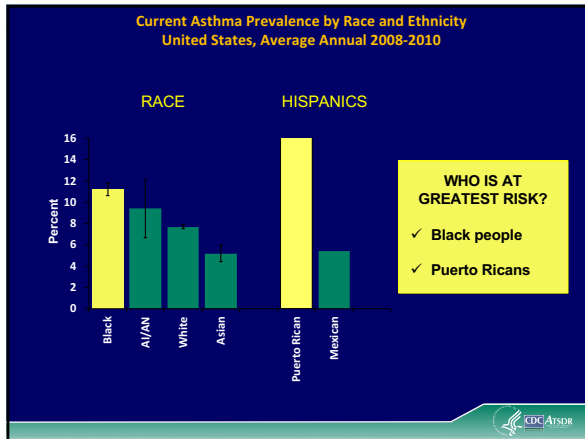


Emphasize patterns when they occur and point out exceptions.

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Signs and Symptoms: Moderate Toxicity

- Arthralgia
- General fatigue
- Difficulty concentrating/Muscular exhaustibility
- Tremor
- Headache
- Diffuse abdominal pain
- Vomiting
- Weight loss
- Constipation

AITSDR

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Maintaining Attention – Making Patterns

- Arthralgia
- General Fatigue
- Difficulty concentrating/Muscular exhaustibility
- Tremor
- Headache
- Diffuse abdominal pain
- Vomiting
- Weight loss
- Constipation

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Maintaining Attention – Making Patterns

- Arthralgia
- General Fatigue
- Difficulty concentrating, Muscular exhaustibility
- Tremor
- Headache
- Diffuse abdominal pain
- Vomiting
- Weight loss
- Constipation

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Maintaining Attention – Making Patterns

- Arthralgia (joint pain)
- General Fatigue
- Difficulty concentrating
- Muscular exhaustibility
- Tremor
- Headache
- Diffuse abdominal pain
- Vomiting
- Weight loss
- Constipation

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Maintaining Attention – Making Patterns

NEUROLOGICAL/COGNITIVE

- Arthralgia (joint pain)
- General Fatigue
- **Difficulty concentrating**
- Muscular exhaustibility
- Tremor
- **Headache**
- Diffuse abdominal pain
- Vomiting
- Weight loss
- Constipation

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Maintaining Attention – Making Patterns

NEUROLOGICAL/COGNITIVE

- **Difficulty concentrating**
- **Headache**
- Arthralgia (joint pain)
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Maintaining Attention – Making Patterns

NEUROLOGICAL/COGNITIVE

- **Difficulty concentrating**
- **Headache**

GASTROINTESTINAL

- Arthralgia (joint pain)
- General Fatigue
- Muscular exhaustibility
- Tremor
- Diffuse abdominal pain
- Vomiting
- Weight loss
- Constipation

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Maintaining Attention – Making Patterns

NEUROLOGICAL/COGNITIVE

- **Difficulty concentrating**
- **Headache**

GASTROINTESTINAL

- Arthralgia (joint pain)
- General Fatigue
- Muscular exhaustibility
- Tremor
- **Diffuse abdominal pain**
- **Vomiting**
- Weight loss
- **Constipation**

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Maintaining Attention – Making Patterns

NEUROLOGICAL/COGNITIVE

- **Difficulty concentrating**
- **Headache**

GASTROINTESTINAL

- **Diffuse abdominal pain**
- **Vomiting**
- **Constipation**

- Arthralgia (joint pain)
- Fatigue
- Muscular exhaustibility
- Tremor
- Weight loss

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Maintaining Attention – Making Patterns

NEUROLOGICAL/COGNITIVE

- **Difficulty concentrating**
- **Headache**

GASTROINTESTINAL

- **Diffuse abdominal pain**
- **Vomiting**
- **Constipation**

MOTOR/MUSCULOSKELETAL

- **Arthralgia (joint pain)**
- Fatigue
- **Muscular exhaustibility**
- **Tremor**
- Weight loss

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Maintaining Attention – Making Patterns

NEUROLOGICAL/COGNITIVE

- Difficulty concentrating
- Headache

GASTROINTESTINAL

- Diffuse abdominal pain
- Vomiting
- Constipation

MOTOR/MUSCULOSKELETAL

- Arthralgia (joint pain)
- Muscular exhaustibility
- Tremor

SYSTEMIC

- Fatigue
- Weight loss

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Minimal Text

- Few bullets per slide
- Better → More slides with less text
- Worse → Fewer slides with more text

How can Zika affect pregnancies?

- Infection during pregnancy can cause damage to the brain, microcephaly, and congenital Zika syndrome
- Linked to other problems, such as miscarriage, stillbirth, and birth defects
- No evidence that past infection will affect future pregnancies once the virus has cleared the body



How can Zika affect pregnancies?

- ~~Infection during pregnancy can~~ ^{brain damage} cause damage to the brain, microcephaly, and congenital Zika syndrome
- Linked to other problems, such as miscarriage, stillbirth, and birth defects
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How can Zika infection affect pregnancies?

- Brain damage, microcephaly, and congenital Zika syndrome
- ~~Linked to~~ other problems: such as miscarriage, stillbirth, and birth defects
- No evidence that past infection will affect future pregnancies once the virus has cleared the body




How can Zika infection affect pregnancies?

- Brain damage, microcephaly, and congenital Zika syndrome
- Other problems: miscarriage, stillbirth, and birth defects
- ~~No evidence that~~ past infection will ~~not~~ affect future pregnancies ~~once~~ the virus has cleared the body




How can Zika infection affect pregnancies?

- Brain damage, microcephaly, and congenital Zika syndrome
- Other problems: miscarriage, stillbirth, and birth defects
- Past infection will not affect future pregnancies





How can Zika infection affect pregnancies?

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Minimal Text

- Few bullets per slide
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<p>How can Zika affect pregnancies?</p> <ul style="list-style-type: none"> • Infection during pregnancy can cause damage to the brain, microcephaly, and congenital Zika syndrome • Linked to other problems, such as miscarriage, stillbirth, and birth defects • No evidence that past infection will affect future pregnancies once the virus has cleared the body 	<p>How can Zika infection affect pregnancies?</p> <ul style="list-style-type: none"> • Brain damage, microcephaly, and congenital Zika syndrome • Other problems: miscarriage, stillbirth, and birth defects • Past infection will not affect future pregnancies 
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- Johanna Lackner, MPH, MSW
- InQuill Medical Communications
- johannalackner16@gmail.com
- 415.717.7850

Thank you!

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