Reading list: Presenting skills

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Contents

1 Description

- This tailored reading list includes signposted web links, links to e-Books held by the BMA library, and journal articles on the topic of presenting skills as a supplement to the Learning and Development webinar you attended on 21 February 2023.

- The selected content is representative of the current literature on this topic, inclusion on this list does not imply endorsement from the BMA.

- If you would like to request a literature search on any aspect of this topic please fill out a request form (this service is available to BMA Members only).

- This reading list prioritises online content to ensure all attendees can benefit from this supporting resource. However most full text links will be accessible to BMA Members only. Find out more about the benefits of BMA Membership and join here.

- The BMA Library prioritises an e-first approach, however if you are near BMA House in London, we have a modern, purpose-built library space where members are welcome to come and study. Find out more and see how we can help you here.

2   Obtaining full text articles

2.1.1.1   Full text links

If available, the full text link has been included.

2.1.1.2   Search for Journals

The BMA Library provides access to thousands of e-journals for all BMA members. Use our journal search or search by citation options on the library website.

2.1.1.3   Article Requests

Members can use our article request service to request digital copies of articles that are not available in our library collections. We will try to obtain these copies from other libraries in the UK on your behalf for a fee: £4.10 (+VAT) for the first ten article requests; £13 (+VAT) for all subsequent requests. To request digital copies of articles, use the order an article form on the library website (you must be signed in).

2.1.1.4   E-Books

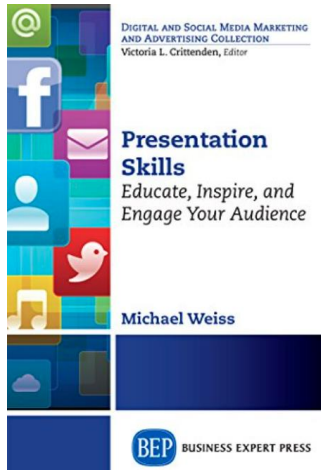We provide free, direct access to thousands of e-books for BMA members.

2.1.1.5   Further help

For any further help with getting full text articles, please contact the BMA Library Team (bma-library@bma.org.uk)

3   Results

Results

3.1   e-Books

Weiss, M. **Presentation skills: educate, inspire and engage your audience.** New York: Business Expert Press, 2015.
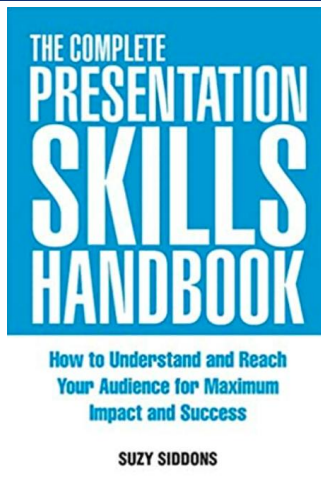
Available online here

The popularity of the TED talk has raised the bar for public speaking and presentations. Audiences expect to be educated, inspired, and engaged whether they are sitting in a conference room or an auditorium. The purpose of this book is to inspire you to take the next step in your presentation skills and practice.
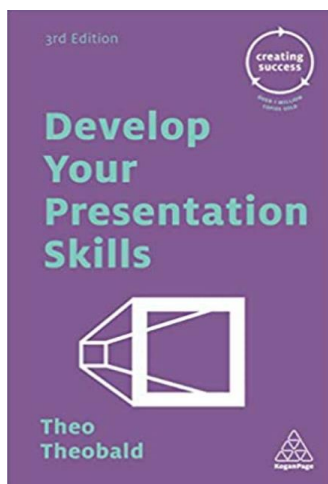
Theobald, T. **Develop Your Presentation Skills.** London: Kogan Page, 2016.

Available online here

Going beyond just handling nerves and presenting PowerPoint slides, Develop Your Presentation Skills provides you with a practical toolkit for developing a great presentation and improving your confidence along the way.

Siddons, S. **The complete presentation skills handbook: How to understand and reach your audience for maximum impact and success.** London: Kogan Page, 2008.
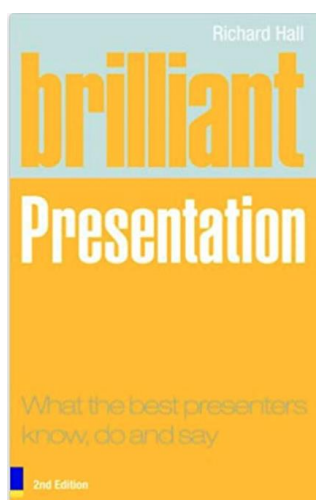
Available online here

The Complete Presentation Skills Handbook will ensure you are prepared for and confident about giving presentations. This book is an authoritative and straightforward guide to giving the right presentation to your audience. Making sure your presentation fits your audience means you can render your presentations short and effective, saving you and your audience both time and money.
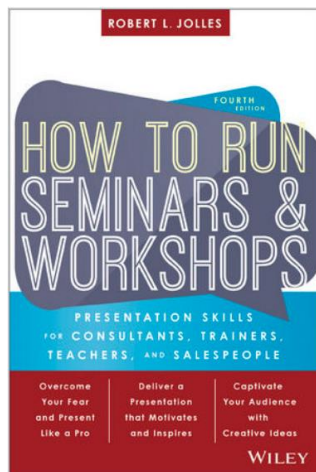
Jolles, R. L. **How to run seminars and workshops: presentation skills for consultants, trainers and teachers.** Wiley Blackwell, 4th ed. 2017.

Available online here

This new Fourth Edition has been updated and expanded, with new information on training simulations, self-marketing, and online delivery. New templates and worksheets help you sell your presentation more effectively, and insider tips leave you equipped to handle any situation that might arise. Novice presenters will find extensive guidance for every phase of the process…

Hall, R. **Brilliant presentation: what the best presenters know, do and say.** Pearson Business, 2nd ed. 2008.

Available online here

No matter what your current level is, Brilliant Presentation will help you become a brilliant presenter. Every aspect of presenting is covered from dealing with nerves through to the mysterious art of presentation performance. Packed full of anecdotes from the most accomplished presenters around, you'll find all the tools, tips and encouragement you need to make a sensation at presentations.

3.2   Web links

BMJ Learning
Presenting skills
This module provides you with a practical approach to public speaking, so that you can present yourself professionally, in a range of work situations, with poise and confidence!
Available online here

The MDU Student Journal
Perfecting your presentation skills
Preparing and delivering presentations are important skills that can be developed in medical school, and refined throughout your career. The MDU's Dr Beth Durrell Potter and James Godber share their top tips.
Available online here

Med School Insiders
How to give an excellent medical presentation
Discusses what it takes to make an excellent presentation and provides guidelines for perfecting different types of presentation.
Available online here

GIBLIB
Presentation Skills for Clinicians: Making Your Next Presentation Go Better than Your Last
As a healthcare professional, good presentation skills can make or break your career, but speaking to a crowded conference room can be petrifying. Scott C. Litin, MD gives 16 tips and tools for giving a memorable presentation.
Available online here

EmergencyPedia
Basic Presentation Skills for Medical Students
Provides pointers and advice for presenting patient cases for both a critically unwell patient and a stable patient
Available online here

3.3 Google Scholar

allintext:("medical students" OR doctors OR medicine)("presenting skills" OR "presentation skills") -medline -embase

Limited to the last 3 years

Click link to see Google Scholar results

BMA members can follow the instructions set out in this library blog post to directly access the full text of any of the Google Scholar articles that the BMA library has a subscription to (you only need to follow these instructions once).

*Please note that as Google Scholar results are ordered by relevance, the first few pages of results will be the most useful.

3.4 Journal articles

1. Singh, B., et al. (2022).
"Postgraduate examination: How to match your presentation skills with examiner's expectations?"
Indian Journal of Anaesthesia 66(1): 58-63.

Available online here

Passing the exit Doctor of Medicine/Diplomate of National Board examination is a significant but challenging milestone in the career of any student. A strong knowledge base is the foundation on which a student can build an impactful performance. Knowledge core is tested in the theory part of the examination and its application to patient care during case presentations and viva in the practical examination. Performance during the practicals has one common denominator: convincing the examiner that the patient during anaesthesia would be safe in the student's hands. The way the student answers, the spontaneity and the confidence that the student exudes in answering, the pointed answers to the questions asked, and setting the priorities right when dealing with a multitude of tasks at hand go a long way in ensuring that. This article describes what examiners expect from students and provides tips to postgraduate students preparing for the examination.

2. Qaiser, R., et al. (2022).
"Real-Time Peer-to-Peer Observation and Feedback Lead to Improvement in Oral Presentation Skills."
Cureus 14(2): e21992.

Available online here

Background Oral case presentation is a vital skill in many fields, particularly in medicine, and is taught early on in medical schools. However, there is a diminished focus on the development of this skill during the clinical years. In this study, we investigated whether the implementation of a formal teaching strategy during the internal medicine clerkship rotation can lead to an improvement in oral presentation skills. Methodology Students received an introductory PowerPoint lecture and saw brief video presentations summarizing the key components of a successful oral presentation. Subsequently, students were asked to evaluate their peers while they presented during morning rounds using a standardized feedback form in the first and the second half of their rotation. Using the information gained from the feedback form, students provided verbal feedback on the quality of oral presentations to their peers. Results A total of 64 students participated in this curriculum at a university-affiliated teaching hospital, and a total of 409 evaluations were completed. The average total score during the first and the second rotation period was 93.0% (standard deviation, SD = 9.8) and 96.9% (SD = 7.1), respectively. Improvement in the total score of 3.7% points was seen in the entire cohort, with an average improvement of 64% (or 1.64 times) in the probability of obtaining a full score during the second rotation. Conclusions Our data show improvement in scores between collection blocks using an educational strategy. This study emphasizes the fact that peer-to-peer evaluations helped in the refinement of oral presentation skills.

3. Punnen, G. E., et al. (2021).
"Clinical Radiology Case Presentation: Do's and Don'ts."
Indian Journal of Radiology & Imaging 31(1): 24-29.

Available online here

Clinical case presentation is part of daily routine for doctors to communicate with each other to facilitate learning, and ultimately patient management. Hence, the art of good clinical case presentation is a skill that needs to be mastered. Case presentations are a part of most undergraduate and postgraduate training programs aimed at nurturing oratory and presentation design skills. This article is an attempt at providing a trainee in radiology a guideline to good case presentation skills.

4. Bishop, R., et al. (2021).
"How I Do It: Pilot Study of Video-Based Feedback as an Educational Tool for Medical Students' Presentations on Morning Rounds."
Journal of Surgical Education 78(5): 1425-1429.

Available online here

OBJECTIVE: Morning rounds are a bedrock learning opportunity during clinical rotations in medical school. Specific feedback is critical for students to improve presentation skills and build confidence, however, current feedback mechanisms are fragmented and nonstandard. We aimed

to assess whether video-based coaching of morning rounds could improve student feedback and self-awareness without increasing anxiety during patient presentations.

DESIGN: Medical students during core clinical clerkships were filmed presenting on morning rounds during their surgery clerkship. A designated faculty coach reviewed the video prior to an in-person coaching session. Students reviewed the video with faculty and were coached on content, presentation style, and presence. A short survey assessed students' pre- and postcoaching confidence, skill, and the utility of the coaching session.

SETTING: University of Michigan Health System, Department of Surgery, Division of General Surgery, Ann Arbor, Michigan PARTICIPANTS: Eight medical student volunteers during their core clinical clerkships at University of Michigan Medical School during the surgery clerkship.

RESULTS: Comparison of pre- and post self-assessments showed that students underestimated their knowledge of basic and clinical science and overestimated their clinical assessment skills and ability to appropriately address the core components of a presentation. Most students (75%) did not think that the filming process altered their performance and only 25% of students felt increased anxiety due to filming. All students agreed that the feedback session was useful and helped them understand how to improve their oral presentations.

CONCLUSION: This pilot demonstrates the feasibility and value of video-based coaching as an educational tool for medical students on clerkships. A larger sample size is needed to further evaluate the effectiveness of video-based coaching in establishing baseline clinical abilities and identifying potential areas for improvement.

5. Taylor, T. A. H. and S. M. Swanberg (2020).
"A comparison of peer and faculty narrative feedback on medical student oral research presentations."
International Journal of Medical Education 11: 222-229.

Available online here

OBJECTIVES: The purpose of this project was to evaluate and improve the oral presentation assessment component of a required research training curriculum at an undergraduate medical school by analyzing the quantity, quality, and variety of peer and faculty feedback on medical student oral research presentations.

METHODS: We conducted a program evaluation of oral presentation assessments during the 2016 and 2017 academic years. Second-year medical students (n=225) provided oral presentations of their research and received narrative feedback from peers and faculty. All comments were inductively coded for themes and Chi-square testing compared faculty and peer feedback differences in quantity, quality, and variety, as well as changes in feedback between the initial and final presentations. Comparative analysis of student PowerPoint presentation files before and after receiving feedback was also conducted.

RESULTS: Over two years, 2,617 peer and 498 faculty comments were collected and categorized into ten themes, with the top three being: presentation skills, visual presentation, and content. Both peers and judges favored providing positive over improvement comments, with peers tending to give richer feedback, but judges more diverse feedback. Nearly all presenters made some change from the initial to final presentations based on feedback.

CONCLUSIONS: Data from this analysis was used to restructure the oral presentation requirement for the students. Both peer and faculty formative feedback can contribute to developing medical student competence in providing feedback and delivering oral presentations. Future studies could assess student perceptions of this assessment to determine its value in developing communication skills.

6. Fickl, S., et al. (2020).
"The Why, What, How and What if-The method to present your research and clinical cases."
Clinical Oral Implants Research 31(8): 777-783.

Available online here

BACKGROUND: During the fourth Summer Camp (SC) held by the European Association of Osseointegration (EAO), 20 junior representatives from various European and non-European universities and associations were selected to partake in oral presentation and communication skill development.
AIMS: The aim of the EAO Summer Camp (EAO SC) was to identify new methods of enhancing participants' abilities to engage, influence and lead in a professional environment, on both a clinical and scientific level.
MATERIALS AND METHODS: Four different groups were assigned to discuss one of two topics: (1) an Implant Register and (2) Digital Dentistry. The method that was used during the EAO SC, for training presentation skills, was the 4MAT learning model. The 4MAT learning model is a framework for creating an engaged, dynamic and more involved style of training by accurately visualizing the learning process that each learner goes through.
RESULTS AND CONCLUSIONS: All four groups, including each participant, presented outcomes in the format of 4MAT learning model answering four key questions, the Why, the What, the How and the What if. After the event, each group prepared a written summary of the thought processes. The outcome of the summer camp, for the chosen participants, was gaining skills to engage and influence in a professional environment, both clinically and scientifically. It was also expected from participants to share gained knowledge in their own respective environments after the EAO Summer Camp had ended. In conclusion, most of participants gained a valuable insight into presentation skills and also demonstrated their enthusiasm by presenting their experience at universities, institutes and clinics.

7. Hill, D. M. D., et al. (2018).
"Improving Oratory Skills: An "American Idol" Presentation Competition for Residents."
Cureus 10(7): e3049.

Available online here

https://authproxy.bma.org.uk/process/redirects?url=https://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=pmnm4&AN=30271695

Background It is essential for physicians to master the ability to deliver high-quality oral presentations. Despite this, little time is dedicated throughout residency for training and refining this important skill. In order to solve this issue, we set out to design and implement a course which will improve the oratory skills of the resident physicians. Methods Senior surgical residents (postgraduate years three and four) were involved in a single-elimination tournament with the audience voting for the top presenters. Faculty provided feedback on oration, slide layout and overall presentation format throughout the course. Baseline and post-course survey responses were evaluated to assess a change in presentation skills after the "oratory course". Results Seven senior residents participated as competitors. Seventeen other junior and chief residents (postgraduate years 1, 2 and 5) were involved as audience members along with several attending physicians, physician assistants and medical students. Both the presenters and audience appreciated a statistically significant improvement in communication skills and slide layout ($p < 0.01$). Conclusion The use of a structured course in public speaking and presentation skills proved

to be effective in developing oratory skills in surgical residents when used in conjunction with an entertaining format.