



Mayo School of Continuous Professional Development



Speaker Handbook

Contents

Disclosing Financial Relationships	3
Applying Standards of Practice	3
Creating a Learning Environment	4
Using Active Learning Techniques	4
Writing Learning Objectives	4
Obtaining Copyright Permissions.....	4
Creating Self-Assessments or Tests	5
Self-Assessment for Pharmacy ACPE Credit.....	5
Writing Effective Questions	5
Using an Interactive Audience Response Systems (IARS).....	6
Preparing Your Presentation	6
Adding a Disclosure Slide	7
Using Photos, Cartoons, and Other Media	7
Formatting Q&A Slides for Interactive Audience Response Systems (IARS).....	7
Producing a Syllabus or Reference Materials	7
Compliance with Copyright.....	8
Preparing for Other Roles	8
On the Day of Your Presentation	9
Working with Standard Audiovisual (AV) Equipment.....	9
Working with the AV Technician	9
Including Verbal Disclosure before Your Presentation	9
Accessing an Internet Connection during Your Presentation.....	9
Distributing Handouts	10
Preparing for Video Recording	10

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Welcome

Congratulations on being selected as a speaker for Mayo School of Continuous Professional Development (MSCPD). Your participation is an important contribution to the medical profession and an exceptional means to share your expertise with peers, colleagues, and other health care professionals.

This handbook provides important instructions on how to prepare for accredited programs provided by the School. The mission of MSCPD is to serve the needs of the patient by providing and guiding opportunities for continuous professional development and life-long learning for health care professionals, consistent with the principles and goals of Mayo Clinic.

Disclosing Financial Relationships

Most accredited programs promote education that is independent and free from commercial bias or promotion. Speakers must complete the Conflict of Interest Disclosure that is sent prior to the activity. The purpose of the disclosure is to identify any financial relationship relevant to your presentation.



If the disclosure is not completed or submitted on time, you may be disqualified from speaking or the presentation may be ineligible for credit.

When a relevant financial relationship is identified, the course director reviews the information and determines whether the relationship can be resolved. In this instance, you may be contacted to provide more information. Your presentation content must meet all accreditation requirements before delivery.

Applying Standards of Practice

Continuing education activities must meet the following accreditation standards. Individuals unable to comply with these standards are not eligible to participate. Contact the Mayo Clinic staff assigned to the educational activity or notify your respective course director if you have any questions.

Payments: Speakers must not accept any payments or reimbursements from any commercial interest in relation to the CME activity.

Content Validation: When applicable, recommendations must be based on evidence that is accepted within the health care profession as adequate justification for their indication and contraindications in the care or treatment of patients. Scientific research referred to, reported or used in support or justification of a patient care recommendation must conform to the generally accepted standards of experimental design, data collection and analysis.

Safeguards Against Bias: Presentations must give a balanced view of therapeutic options. Use of generic drug names is preferred rather than using trade names. If an educational material or content includes trade names, then it must accompany the respective generic name and include all available trade names of products or medications.

Educational Materials: Educational materials (e.g., slides, abstracts, handouts) cannot contain any advertising, logos, or product-group messages.

Creating a Learning Environment

Using Active Learning Techniques

Speakers are required to incorporate active learning strategies to engage the audience. The table below provides general considerations as you prepare your presentation.

Activity Type	Sample Learning Strategy
Knowledge-based	Self-assessment questions: multiple choice, true/false, etc.
Application-based	Interactive patient cases
Practice-based	Both didactic lecture and practice or instructional-based curriculum

Writing Learning Objectives

Learning objectives are necessary to offer education credit. Based on the activity type (knowledge-, application-, or practice-based), appropriate learning objectives are designed that use measurable action verbs and are free of abbreviations or acronyms. Avoid these verbs: **understand, learn, know, appreciate, believe, value, apply scientific knowledge to, or develop knowledge**, when writing your objectives. Learning objectives typically describe what the speaker wants the learner to be able to do upon completion of the activity.

Suggested Learning Objective Action Verbs					
Recall	Understand	Utilization	Analyze	Synthesis	Judgment
Define	Compose	Apply	Breakdown	Arrange	Appraise
Identify	Compile	Calculate	Categorize	Construct	Choose
List	Discuss	Demonstrate	Debate	Design	Conclude
Label	Describe	Choose	Compare	Create	Compare & Contrast
Name	Explain	Employ	Determine	Develop	Evaluate
Recall	Express	Perform	Diagram	Extend	Justify
Recite	Provide examples	Solve	Distinguish	Formulate	Select
State	Paraphrase	Use	Outline	Prepare	Support

Obtaining Copyright Permissions

Speakers are responsible for obtaining copyright permission for previously published materials, including cartoons, used in their presentations.

You may contact Mayo Clinic Scientific Publications at scipubs@mayo.edu or 507-284-3335 for information on how to contact the copyright holder.

Once you receive written permission from the copyright holder, a credit line should be included in your material each time copyrighted material is used.

Example: “From Smith et al, NEJM, 14:142, 2001, used with permission of Massachusetts Medical Society.”



In most circumstances, materials used in Mayo Clinic CME activities will not qualify for the fair use exemption. Copyrighted materials are typically not considered fair use if multiple copies are made and/or a fee is charged for the materials, which is the case with most Mayo Clinic CME activities.

Creating Self-Assessments or Tests

Speakers are encouraged to incorporate learning assessments into their presentation. Learning assessments involve feedback to the learners on how well they answered questions or completed an exercise such as a patient case study.



Self-assessment for pharmacy (ACPE) accredited presentations is required. Speakers are required to include either a self-assessment question or use a patient case to assess learner understanding for each listed objective.

Activity Type	Sample Learning Assessment
Knowledge-based	Quantify audience response through active verbal participation, using an interactive audience response system or other methods. Provide justification for correct and incorrect answers
Application-based	Must include case studies structured to apply the principles learned based on the learning objectives; quantify audience response through active verbal participation with justification for correct/incorrect answers.
Practice-based	Quantify assessment of knowledge through assessment of didactic knowledge and observation of instructional based skill. Feedback for each learning strategy is needed.

Writing Effective Questions

Questions are typically written in multiple choice, yes/no, or true/false format and are simple, clear and relate to a measurable objective. Multiple questions per objective can be used; however, overlap from other questions or answers is discouraged.

Two guidelines should be kept in mind when creating your questions:

- Do not ask questions that you don't want answered in public.
- Do not ask questions that might appear to jeopardize or compromise the speaker, audience, or the organization sponsoring the activity.

Include:	Avoid:
complete, clear, concise, unambiguous questions	too much text
one answer that is clearly the best	negatives, especially double negatives (not, least)
questions that addresses one specific piece of knowledge	abbreviations, slang or technical jargon
consistent terminology as used within content	using trade names for drugs
all information required to answer the question without extraneous, ambiguous, or distracting information	unnecessary modifiers (always, rarely, sometimes, often) and pronouns (it, they)
incorrect answers that would appear plausible to a test-taker with borderline knowledge	trick or opinion-based or controversial questions
response options that are equivalent in length, style, and structure	extraneous or unnecessary information

Providing Feedback for Test Questions or Self-Assessments

Speakers need to explain both correct and incorrect responses for complete participant understanding.

Using an Interactive Audience Response System (IARS)

An interactive audience response system (IARS) consists of small electronic keypads that allow learners to answer questions (anonymously or tracked). These systems translate participant feedback into charts and graphs that can display results in real-time. You can use an IARS to gather data for accreditation, educational and research purposes. You can get feedback in real-time and transform a conference room into an interactive learning environment.

IARS Products Used at Mayo Clinic

While there are a number of IARS products available, we use the following products most often:

1. Audience Response Systems, Inc. (ARS) - Pro and SNAP

Pro is a high power polling and feedback system. Advanced polling features do require specific set-up within ARS software. The tool provides the ability to set-up filters to determine sub-groups so that demographic questions are more meaningful. The Pro system also provides individualized feedback.

You may be asked to provide your presentation with IARS questions by a particular deadline. The AV technician will format the questions in advance with the IARS software. This is known as scripted IARS.

SNAP is available when an activity is planned by MSCPD Arizona staff. It is a self-service system which gives users of Microsoft® PowerPoint® the ability to conduct audience polls and view response data as an integral part of their PowerPoint slide shows.

2. TurningPoint

This interactive group response system is designed for use with Microsoft® PowerPoint®. Using TurningPoint is as easy as going to a website and downloading it for free. You set up the question and answers in PowerPoint before the educational activity. During your presentation, you ask the audience to use the response keypads to answer the questions you have created. Next, the TurningPoint software gathers responses from each participant and quickly translates the responses into measurable results in the form of charts and graphs.

Preparing Your Presentation

Mayo Clinic faculty should reference Mayo Clinic brand standards for preparation of slides.

<http://mayoweb.mayo.edu/brand-standards/layout-guides-powerpoint.html>

Presentation slides are used to augment your presentation. Consider the following when designing your slides:

- Match the title slide to the presentation title listed in the program.
- Add a Disclosure slide to announce any relevant financial relationships. This slide is needed even if you have nothing to disclose.
- Add a Learning Objectives slide at the beginning to highlight the purpose of your presentation.
- Expand on key points/bullets to focus on important learning points.
- Use tables, figures or graphs rather than words when possible.
- Each slide should be easy to read. Consider the following general rules:
 - Use 6 lines of text or less per slide.
 - Select a font size large enough to be seen at the back of a large room.
 - Avoid text and background colors with low contrast capability.
- When using images, remember to block out:
 - Product names including names of medications. Remove the image if it is not possible to block out the product name.
 - Patient information (i.e., ID, names, date of birth).
 - Company name on screen images, x-rays, ultrasound images, or part of a database display.
- Use spellcheck on all slides.

Adding a Disclosure Slide

In addition to returning a signed disclosure, speakers are required to verbally disclose any relevant financial relationships (including off-label or investigational uses) to participants before each presentation. To comply with this requirement, you must include a disclosure slide in your presentation.

Disclosure
Relevant Financial Relationships
List: Company Name and type of financial relationship
– or –
None
Off-Label Investigational Uses
Manufacturer/Provider and Product/Devices
– or –
None

Using Photos, Cartoons, and Other Media

You need to obtain copyright permission to use photos, cartoons, videos, recorded music, or other published information. The documentation needs to be kept in the MSCPD activity file. Review the following website: United States Copyright Office at <http://www.copyright.gov>

Royalty-free cartoons are permissible if you provide a printout from the original source stating that the item is in the public domain or available under Creative Commons or some other “free” license. If there is no such statement, we must assume that the item is copyrighted and permission is required.

Formatting Question & Answer Slides for IARS

- Display the question/answer slides in the PowerPoint® presentation in the appropriate order. Use a separate slide for each question.
- Set up your question slides in Microsoft® PowerPoint® by using the “Title and Text” preset formats.
- Keep content text on a separate slide. Do not mix content text with the question slide. For example, case presentations leading up to a question should not be on the question slide.
- Provide answer choices in one of these formats: multiple choice, true/false, or yes/no.
- Keep answer choices between 4 or 5 items; however, the system allows up to 9 answers.
- Number the answer choices. The software systems do not recognize alpha sequences.
- Provide the answer on a separate slide immediately following the question slide.
- Design the answer slide with the question repeated at the top. Allow room in the lower right-hand corner to display the results.

Producing a Syllabus or Reference Materials

Your PowerPoint slides are usually distributed to participants as a print or electronic syllabus produced by the School. Occasionally, Keynote files from Apple computers are converted for the syllabus. Video clips are not included in the electronic syllabus.

For the electronic format, PowerPoint presentations are saved as a password-protected PDF. The syllabus is posted to a secure Mayo Clinic website or distributed on electronic media.



We often produce the syllabus several weeks before the activity. We would like YOUR presentation as part of this important resource for participants. Our data shows that participants' course satisfaction increases when a complete syllabus is provided.

We also know that participants comment negatively when slides in the syllabus do not match the presentation given on-site at the course.

Compliance with Copyright Requirements and Accreditation Standards

- We may adjust your slides to comply with copyright or HIPAA requirements. Materials used without copyright permission are removed from the presentation.
- Slides are reviewed for commercial bias. Mayo Clinic staff may contact you about modifying the slide.
- Cartoons, comics, photos of famous paintings, and pictures of celebrities or other famous people are removed from the print and electronic syllabus.
- Our staff deletes slides that show enough of journal article that participants would not need to purchase it. A snapshot of the first page of a published article would be OK; however, a table from an article would be removed (unless copyright approval is received).
- Photographs that show individual faces, or other identifying information, will have these blocked out unless you inform Mayo staff that you have the individual's permission to use the photo.

Preparing for Other Roles

You may be asked to serve at the course in other capacities. Since the tasks involved with these roles might vary by activity, Mayo Clinic staff will provide specific details.

Small Group/Breakout Speaker: Depending on the venue, speakers may be asked to provide their own laptops to present in a small group. These presentations are in a smaller setting and you can create more of a dialogue with participants.

Moderator: This role may include tasks such as introducing other faculty, making course announcements, moderating question and answer (Q&A) sessions, or distributing and collecting Q&A cards.

Panel Discussion: This format typically involves more than one speaker presenting in shorter segments to cover multiple angles of a topic. Panel discussions are also used as a form of Q&A session or debate.

Question & Answer Session: Speakers may participate in a Q&A session after a set of presentations are complete. Note the presentation time and the Q&A time for the session. Multiple speakers sit at a table with a microphone to take questions. Questions can be submitted in a variety of ways:

- Q&A cards submitted by learners can be managed by the Moderator who reads the question to the faculty or the Moderator gives the Q&A cards to the speakers.
- In an open forum, learners raise their hand to ask questions from the floor or walk up to a microphone to ask a question.
- Learners may submit questions via Twitter® and the Moderator reads the question and directs the response to one or more speakers.

Poster Presenter: Poster boards are typically 4 feet high by 8 feet wide but the size may vary depending on the location. Push pins are usually provided, but we suggest that you bring a backup supply. You will be instructed by Mayo Clinic staff when to set up or tear down the poster and whether you need to be present during poster viewing sessions.

Workshop Leader/Faculty: These sessions focus on building specific skills (i.e., suturing, injection workshop, wound care) and allow dedicated time for review and practice. The workshops may be scheduled before, during, or after the primary activity. You may be asked to provide a PowerPoint® presentation, handouts, additional faculty, and equipment.

Self-Assessment Question Writer: You may be asked to provide one or more questions, along with appropriate answers and references, for Board self-assessment modules (i.e., ABPN, ACPE, ABSurg, ABR). Each question should be formatted to include:

- One case-based question
- Four (4) or five (5) possible answers
- One or more references
- No True or False responses
- No “All of the above” or “None of the above” responses

On the Day of Your Presentation

Working with Standard Audiovisual (AV) Equipment

There is one dedicated PC computer at the podium and it is used for all presentations. The following items are generally provided to MSCPD speakers:

- Computer with PowerPoint® capability
- Projector with screen(s) of appropriate size
- Microphone at the lectern or provided as lavalier (clip on)
- Floor microphone for audience questions (if applicable)
- Table microphone for speaker’s table (if applicable).

Audiovisual equipment arrangements are scheduled by Mayo Clinic staff organizing the activity.

If you use a Mac, you need to bring the monitor adaptor (known as a Dongle), and inform AV staff in advance.

When using embedded video clips in your PowerPoint® presentation, you must also add or bring the video with you on your media (USB drive, CD, etc.). Save video clips in the same folder as the PowerPoint slides. Remember to ensure copyright permission has been granted.

Working with the AV Technician

Visit the AV technician at least 30 minutes before your presentation so he/she can ensure everything works for you. This visit is especially critical if video clips or links are included in your presentation. Mayo Clinic staff at the activity can direct you to the AV technician. If you have not formatted your self-assessment questions in TurningPoint, allow enough time for the AV technician to build them into the presentation.

Include a Verbal Disclosure before Your Presentation

The disclosure information you provided is published in course materials. You are also required to inform participants whether you have any relevant financial relationships or references to off-label/investigational use. Remember to include a disclosure slide at the beginning of your presentation.

Accessing an Internet Connection during Your Presentation

Courses held on a Mayo Clinic campus will have Internet access. Courses held at other locations may or may not have Internet access and Mayo Clinic staff will provide details specific to the venue.

Note: The response time for Internet access varies and depends on the network traffic. The network speed may be beyond the control of AV technicians.

Distributing Handouts

We try to include all learning materials in the syllabus. If you miss the syllabus deadline or choose to distribute handouts, you are responsible for duplicating and shipping the appropriate quantity to the address provided by Mayo Clinic staff.



Mayo Clinic staff cannot provide copying services at the event, nor can we print additional copies if the amount you provide is insufficient. Most locations do not have the equipment to produce large quantities in short time frames.

Preparing for Video Recording

Some courses are recorded for post-course purposes. All speakers and moderators are required to sign a release form prior to the activity or at check-in on the day of the presentation.

Speakers can decline to be recorded and the presentation will not be included. Contact your course director if you do not wish to be recorded.

You may be asked to use a specific PowerPoint® template to provide a consistent look for all presentations.

If the activity is being videotaped, consider the following:

- Do not move around the room during the presentation.
- During Q&A sessions, remember to repeat the participant's question so it will be heard on the recording and by others in the room.

What to Wear on Camera

For women: We suggest wearing bright colors and clothing that accommodates a clip-on microphone and belt pack. Avoid wearing all-white, polka-dots, small plaids, small stripes or distracting jewelry such as large dangling earrings or large necklaces.

For men: We suggest wearing dark blue or gray suits, off-white, blue or pastel dress shirts and bold-colored print ties. Avoid wearing busy patterns like hound's-tooth, small plaids, stripes, polka-dots as well as stark contrasts—white shirt with black suit for example.

