



Canadian Association of Occupational Therapists

Presenter's Handbook

Table of Contents

Introduction	1
Goals	
Conference Resources	
General Guidelines for Preparation and Presentation	2
Preparation	
Presentation	
Handouts	
Preparing Paper and Extended Session Presentations	3
Presentation Content	
Involving the Audience	
Closing the Presentation	
Preparing a PowerPoint™ Presentation	
Using Audiovisuals or Multimedia	
Preparing a Poster Presentation	8
Poster Design	
Poster Content	
Poster Presentation	
Presentation Checklist	11

Acknowledgement

The Canadian Association of Occupational Therapists Presenter's Handbook was adapted, with permission, from the American Association of Occupational Therapists (AOTA) Presenter's Handbook.

Introduction

This handbook has been prepared to help you develop and present a successful presentation at the Canadian Association of Occupational Therapists (CAOT) National Conference. The contents should assist you in the following ways:

- Orientation to conference resources, staff and volunteers, and set-up for posters, papers and extended discussions
- Preparation of poster, paper or extended discussion presentations
- Tips on how to provide conference participants with a positive, practical, educational experience

Conference Resources

Visit www.caot.ca for information on the annual conference, including registration fees, pre-conference workshops, and the full conference supplement (available February 1).

At the conference site, a number of resources will be available to presenters, including a speaker ready room and conference volunteers. The conference on-site guide will list the location of the speaker ready room where presenters can prepare prior to their sessions. The room will have standard audio-visual equipment including an LCD projector and screen.

Poster presentations are grouped together and each presenter is provided with a space 2.44 m wide by 1.22 m high to display their poster. Presenters are advised to provide their own tacks or Velcro to fasten posters to the display boards, as well as envelopes or folders to hold handouts. Posters are put up the morning of the day they are presented and removed at the end of the day.

Paper session rooms will be supplied with a laptop, an LCD projector, screen, podium and microphone. Paper session presenters will have 5 minutes between sessions to set up their presentation. Time is limited, please consider the presenter following you and wrap up your session in a timely manner to allow them to set up in the break.

Extended discussion rooms will be supplied with a laptop, an LCD projector, screen, podium and microphone, table microphone, and one flipchart with markers. Extended discussion presenters will have 5 minutes between sessions to set up their presentation. Time is limited, please consider the presenter following you and wrap up your session in a timely manner to allow them to set up in the break.

Conference Volunteers

Conference volunteers will be available to assist you during your session. Volunteers have three primary roles: registration, session monitor or session moderator. Volunteers wear a conference t-shirt to be easily identified.

Registration

All delegates must register for the conference prior to attending their first session. The registration desk is open throughout the conference and on the pre-conference workshop day(s). See your conference program supplement for on-site registration hours.

Session Monitor

Session monitors are responsible for ensuring only authorized individuals are admitted into session rooms, and assisting with the set up of the audio visual equipment. Session monitors should be at the session room at least five minutes before the session begins, and are responsible for testing the audio-visual equipment prior to the first session of the day.

Session monitors will, in cooperation with the session moderator, ensure the session starts on time, assist with identification and seating of delegates, and provide five- and one-minute warnings to both the speaker and the session moderator to ensure that the session is kept on schedule.

Session Moderator

Session moderators are responsible for introducing and thanking primary presenters and facilitating the question period. They should be at the session room at least five minutes before the session begins, introduce themselves to the presenter, discuss the timeframe of the session and ask if the presenter may require any assistance during the session.

Presenters are required to provide session moderators with the biographical information for their introduction when they enter the room. Session moderators will give presenters a two-minute warning prior to the beginning of the session.

Once the session has begun, session moderators welcome delegates on behalf of the Canadian Association of Occupational Therapists and the host province, introduce the presenter(s), make any special announcements at the request of the conference organizers, observe the five- and one- minute warnings provided by the session monitor, facilitate the question period (and ask a question or two if there are none), and close the session by making one or two comments about the key points of the presentation, thanking the presenter(s), and handing out presenter certificates.

General Guidelines for Preparation and Presentation

The guidelines listed below can help you plan, prepare, and present your poster, paper or extended discussion.

Preparation

Review the information sent by CAOT regarding your presentation. Your session type indicates the length of the presentation you need to prepare. The length of each session type is listed below:

Poster: 25 minutes, including time for questions

Paper: 25 minutes, including time for questions

Extended discussion: 55 minutes, including time for questions and discussion

Your presentation should describe the content of your accepted abstract. Review the abstract

and reflect on how you can convey the information to your audience.

The average 8.5 x 11 inch page contains 250 typed words. The average speaker can present one page in 2 minutes. Use a highly legible font, double space, and number the pages. Include cues for use of visual aids or multimedia.

Practice your presentation from start to finish at least once and preferably before a colleague who can provide you with feedback. Check that your presentation stays within the allotted time, is clear, understandable, and any multimedia or handouts you use are complimentary to the presentation to build your confidence and improve your performance.

It is your responsibility to stay within your allotted time. Consider what you could omit if you were over your time allotment and what you could extend if you had extra time. Remember you should include time for questions and discussion.

Before your presentation, consider what questions the audience may formulate during your presentation and practice brief, concise answers.

Presentation

Most audiences are sympathetic towards the presenter and want to hear what they say. When you present, remember to speak clearly and loudly. Conveying enthusiasm or interest for your topic encourages your audience. Microphones will be available for most presentations.

Try to relax. Many presenters are nervous presenting before a group. There are several strategies that presenters use to stay focused and calm. For example, try focusing on one or two responsive members of the audience. Remind yourself to take a deep breath before you begin each section.

Make eye contact with your audience and remember to shift your gaze between the audience, your presentation materials, and any multimedia you may chose to use. Try to use a relaxed posture and consider your body language during the presentation.

Incorporate questions or invite comments during portions of your presentation to encourage interaction with your audience. The type of interaction you facilitate depends on the session type you are presenting. For example, a poster may invite an informal discussion of a specific topic, while an extended discussion requires a structured group discussion or learning experience.

Preparing Paper and Extended Session Presentations

Paper and extended session presentations typically involve a formal presentation with audiovisuals such as PowerPoint™ or video, and include audience interaction. Paper and extended discussion presentations occur in private rooms with tables and chairs for audience members, as well as a podium and audiovisual equipment.

Presentation Content

The content of your presentation should be structured and clear and flow logically from beginning to end. There are a few basic principles that guide opening a presentation. First, welcome your audience and ensure everyone has a handout and can see and hear you. Open the presentation with learning objectives and refer to the session outline so that the audience knows what to expect for the duration of the session.

Describe the purpose and topic of the presentation in the first two to three minutes. Ground your message by providing the audience with some background information, such as the research questions guiding the study, study setting, the clients or population involved in the study, research supporting your study, or data collection procedures. Your audience is interested in how your research applies to them in terms of their own setting, client population, or research interest.

Describe your intervention, research project, or topic area in-depth. Consider your audience; conference attendees typically have six to ten years of professional experience and would like to know about new developments or applications in professional issues, assessment and intervention, and research. Highlight how your topic fits into a current research gap, or addresses a current issue or trend in the profession.

Avoid simply telling the audience what you did, how you did it and what the outcomes were. Communicate your interest in the topic, how the findings change your professional reasoning or practice, and how your study or topic area lends itself to further research and development.

Involving the Audience

Involving the audience adds depth to a presentation and increases the learning potential for audience members. Not all presentations have an interactive component, but at the very least there should be time set aside for questions and discussion. Conference attendees are typically present to acquire knowledge and explore new topic areas they feel are relevant to their professional and clinical development and are therefore willing to learn interactively and take responsibility for a portion of their learning.

Involving the audience in your presentation can be as simple as posing a couple of “show of hands” questions to the audience when you open your presentation. However, the audience may appreciate an opportunity to apply some of the principles they have been learning in a group discussion, simulation, or structured learning activity. Consider how you could include one of the following methods of involving the audience in your presentation. The methods you use will be influenced by the presentation format. Paper and poster sessions allow the opportunity for question and answer and brief audience participation activities. An extended session provides more opportunity for structured small and large group discussion.

Guided Large Group Discussion

Large group discussions are useful for stimulating discussion on a particular topic. As a presenter, consider what you would like the group to do: provide feedback on a topic or event, brainstorm ideas on a topic, share experiences from their clinical practice or personal experiences. Your role is to pose the discussion topic, invite comments, link audience comments, and pose questions to focus the discussion.

When guiding a large group discussion, encourage many participants and avoid hearing from the same audience members repeatedly as they may monopolize the discussion. Bear in mind that you are there to direct the discussion and keep audience members on topic.

Small Group Discussions

Small group discussions include six to eight people and are a useful way of generating focused discussion and completing learning activities that would be difficult in a larger group. Your role is to pose the discussion topic or describe the activity and ask each group to assign a recorder or reporter who can summarize the group's discussion in a large group discussion format. Be sure to describe how long the groups have to complete their discussion or activity, and provide any handouts necessary for the task.

While the small groups are in discussion, it is helpful to move from group to group to encourage discussion, clarify directions, or answer questions as they arise. Your role is to assist groups to facilitate their own rich discussions of the topic.

Learning Activities

Learning activities include hands-on activities for the participation of the audience that serve to confirm or illustrate an important point in your presentation. Hands-on activities are an opportunity to be creative as long as the purpose is clear and applicable to the presentation. Activities can occur individually or within small groups and can contribute to a larger discussion.

Simulation or Role Play

When using role play or games, clearly defining the purpose, rules, and expectations is important in helping your audience understand what to do and how to do it. Encourage participation, but accept that not all audience members will want to participate. Consider how facilitating role play or games in a large group or small group changes group dynamics and plan accordingly.

Case Studies

Case studies are useful for reinforcing concepts or information from the presentation, and can be used in both large and small group discussions. Audience members can work on exercises related to a case study you have provided or you can ask the audience to provide case study examples from their own practice setting.

Question and Answer

Question and answer periods invite audience-generated questions related to their understanding of your presentation; remember to repeat the question to the larger group to ensure that everyone hears it. Alternately, you can pose questions to your audience to encourage discussion and open up dialogue between audience members. Typically, each paper and extended discussion session should include a question period.

There are many different ways to use questions throughout your presentation:

- At the beginning of the presentation, ask the group what they hope to learn from the session
- At the beginning of the presentation, survey the audience to learn more about their clinical background, level of experience with an assessment or intervention, or why

they are interested in your topic.

- Invite the audience to ask questions throughout the session or to hold them until the end of the session.
- Pose a question that challenges the audience to think critically at any time in your presentation. Invite feedback on the evidence you are presenting or the potential impact of the data.
- Invite the audience to share examples from their clinical or professional settings.
- Address questions that serve to clarify the topic area immediately, but save questions that address larger issues that promote discussion to the end of the session.
- Take questions from as many audience members as you can in order to address many perspectives and points-of-view. Avoid a lengthy discussion with one person by inviting them to talk with you after the session.
- Be aware that there are questions you will not know the answer to and consider how you can respond to them. You could get back to the questioner later once you have an answer, suggest an appropriate resource for them to find the answer, or invite suggestions from other members of the audience.

Closing the Presentation

As you approach the end of the presentation, take time to summarize the “take away” message of your presentation.

The closing of the presentation is an opportunity to link your research or presentation topic to current developments in the profession. How does your presentation influence the profession? What are the future directions for research and development? How is your research, data or topic applicable across different areas of practice?

Be sure to thank the audience for their attendance and participation and provide them with your contact information, if it is not already provided on the handout.

Preparing a PowerPoint™ Presentation

Many presenters use PowerPoint™ presentations to describe their project and summarize information for the audience. PowerPoint™ can be used to produce an effective, clear, and visually appealing presentation. The following guidelines can help you plan and prepare a PowerPoint™ presentation.

General Guidelines

- Choose a simple backdrop with a colour scheme that is visually appealing and easy to read. Contrasting background and font colours can make it easier to read, and slides should appear professional.
- Summarize key points and avoid packing too much information on each slide. A general rule is no more than six lines of text with no more than six words per line per slide. The points on the slide serve as a guide for the audience.
- Organize your slides using headings with bulleted points. Avoid lengthy paragraphs and try to keep bullets brief. Rather than packing information into one slide, use a few slides with the same heading to convey your information.
- Practice your presentation from start to finish, preferably in an environment similar to the one where you will be presenting, such as a classroom or conference room. Sit at

the back of the room and make sure you can clearly read the slides and that the colour contrast increases visibility without being distracting. Be sure to time yourself to ensure that you have enough time to comfortably finish your presentation within the time limit.

- If you have the opportunity, ensure your PowerPoint™ presentation works in the presentation room. Arrive a few minutes early so you can troubleshoot, if necessary.
- Bring a hard copy of your presentation slides that includes cues for additional visuals and activities. You can use it during your presentation alongside the slides. It also serves as backup in case of technical difficulties that result in your being unable to use PowerPoint™.

PowerPoint™ Presentation Structure

PowerPoint™ presentations begin with a title slide that includes the project title, no more than 10 words in length, and the presenter name(s) and designation(s) or credential(s). The title should be in a large, non-serif font such as Arial in 44 point to 77 point size. The presenter(s) names appear below the title in a smaller font size, generally 24 point to 44 point.

The body of the presentation is composed of content slides. The introduction may include a slide outlining the learning objectives you expect the audience to achieve by the end of the session and background information on the project, including but not limited to study site, population, stakeholders, and purpose and study objectives.

Following the introduction is a set of slides that describe relevant aspects of the project in an organized and structured manner. This may include the theoretical model guiding the research, methods of data collection and analysis, results or findings, and implications.

The concluding portion of the presentation generally provides a brief summary of the information presented, discusses limitations of the study, and future directions for research and/or development.

Some presenters include a section on discussion questions or provide instruction for a group activity. This is helpful for facilitating an activity by providing the audience with directions and visual cues for transitions between didactic and hands-on learning.

PowerPoint™ Handouts

Some presenters print their PowerPoint™ presentations in a handout format with six slides per page. When printing slides in handout form, be sure to select multiple slides per page in the printing option on your computer to avoid printing one slide per page.

Using Audiovisuals or Multimedia

- Considering set-up, timing, purpose, and potential technical difficulties when using additional audiovisuals or multimedia can improve success during the presentation.
- Be sure to preview the video or audio material you will be using, and get it ready so all you have to do is press play rather than fast-forward or rewind. Inspect the equipment and make sure the audio or video material will play.
- Plan how you will lead into the audio or video clip. Be sure to provide an explanation or introduction so the audience knows what is happening. Consider how you will integrate the clip back into your presentation by providing follow-up questions or asking for audience reactions.

- Be prepared to turn off the sound and narrate what is happening in a video clip if the sound quality is poor or does not work during your presentation.
- Remember that the onus is on the presenter to ensure that he/she is respecting copyright restrictions and obtaining permission to reproduce to present copyright-protected materials.
- Be sure to save the multimedia files on the same memory storage device as your presentation. If the media file does not accompany the PowerPoint presentation file, the equipment will not allow the media file to play.

Preparing a Poster Presentation

A poster is a graphic presentation of your research. Posters are displayed in poster areas for the entire day. Conference participants can circulate among the poster presentations throughout the day.

Poster presentations are allotted 25 minutes for questions, discussion and defence. A display space of 2.44 m wide by 1.22 m high is provided for your use on a bulletin display board. No additional materials or audiovisual equipment are provided. Presenters are advised to provide their own tacks or Velcro to fasten posters to the display boards, as well as envelopes or folders to hold handouts.

On the day you are presenting, it is your responsibility to fasten your poster to the board displaying your session number at the beginning of the day and to retrieve your poster at the end of the day. Your session number will be sent to you from CAOT via e-mail prior to the conference. You must remain by your poster board for the duration of your assigned poster session, but are free to attend conference sessions at all other times.

Poster Design

When designing a poster presentation, there are a number of factors to consider, including budget, timelines and available resources. Many presenters prefer to print out a scientific poster using a template in PowerPoint™, but others print up a page for each section of their poster and display the pages in order on their poster board.

Posters can be designed using computer programs such as PowerPoint™, Corel Draw, or Adobe Illustrator and templates are available on-line. You can adjust the size of a PowerPoint™ slide to prepare your own poster or you can find a template through your local university information technology services or with an on-line search. Alternately, try contacting a local printing service that has the capacity to print a scientific poster and request a template.

Completed posters generally take 1 to 2 weeks to print. Manage your time accordingly. Printers often provide a proof, which is a small scale reproduction of your poster for your review before the final poster is printed. Consider the colours and carefully proofread to ensure your poster is free from errors. The cost of printing varies from business to business, but expect it to cost roughly \$70 to \$120 dollars, depending on the options such as colour, lamination, etc. You may need to bring a poster tube when you pick up your poster, ask in advance.

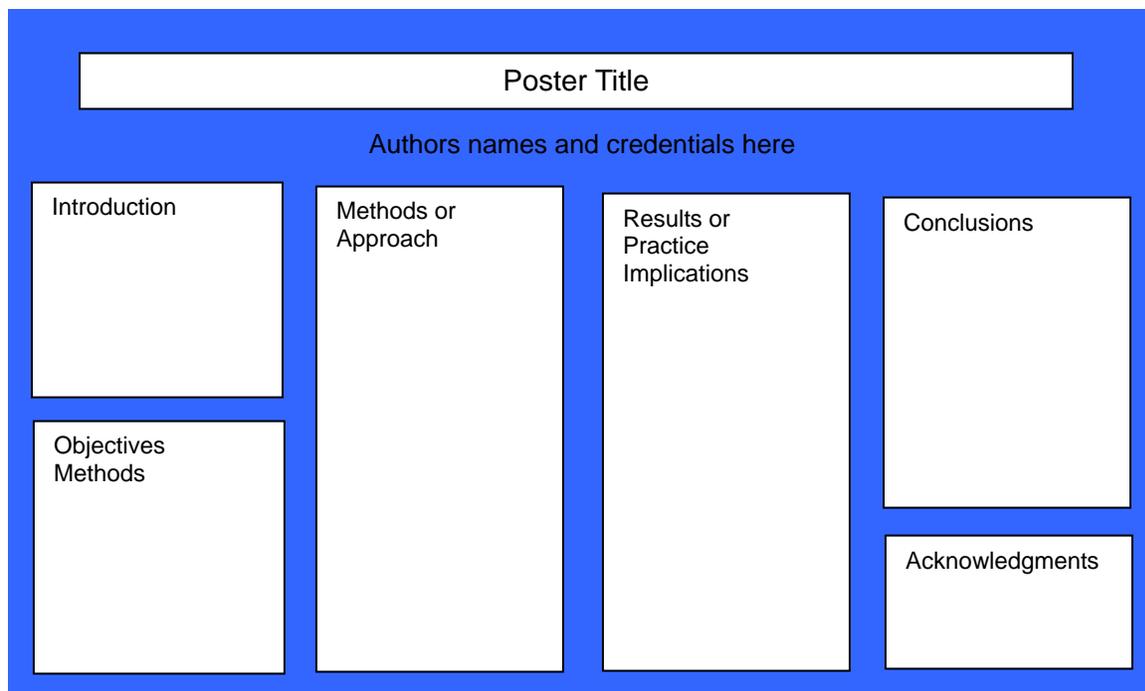
General Guidelines

- Posters should be well laid-out, professional and visually appealing, with a balance of text, graphics (charts, pictures, diagrams) and neutral space.
- The bulletin board space provided for each poster is 2.44 m wide by 1.22 m high. You do not need to fill the entire space, but be sure to design a poster that will fit within it.
- Choose a simple backdrop with a colour scheme that is visually appealing and easy to read. Consider using a white background with black font for poster sections with text.
- Use a minimum of 2 cm margins around the edge of the poster and ensure that there is at least 8-10 cm space between columns.
- Use a non-serif or almost non-serif font (i.e., Arial, Comic Sans, Berlin Sans, Tahoma) to increase the poster's readability.
- Summarize key points and avoid packing too much information into each section. Avoid cluttering your poster with too much detail. Avoid lengthy paragraphs and try to keep bullets brief. Avoid putting key information at the bottom of the poster where a reader might have to squat to read it.
- Ensure that your poster is legible from a considerable distance (i.e. approximately 5-10 feet away). Use a large font size (see suggestions below) on light-coloured, non-glossy paper and use uppercase and lowercase letters.

Suggested font sizes:	Title	85 - 210 point
	Author names	56 point
	Headings	36 point
	Paragraphs	24 point
	Captions	18 point

- Arrange the content of your poster in a left-to-right order, and, if using columns, arrange them so that they may be read from top to bottom. Be sure to define sections clearly by making headings larger than regular text and/or using coloured backgrounds to delineate sections.

Example of Poster Layout



Poster Content

The poster content should reflect the content of your abstract and you can use the abstract headings (introduction, objectives, methods or approach, results or practice implications, conclusions) as a basic template. Consider what information is most appropriately summarized on the poster and what can be translated into tables, figures, charts or diagrams.

Title and Author Names

Use the title of your accepted abstract. This should be a label (not a sentence). Place author names under the title, including the appropriate credentials after the names. Include the sponsoring institution or worksite under the presenters' names, if applicable. Centre both the title and the names at the top of the poster.

Abstract

Some presenters include their abstract on their poster to provide a brief and concise overview of the research.

Introduction or Rationale

The introduction should include relevant background information to situate the research and define significant terms, concepts, or theories. It may also include the rationale or motivating circumstances that gave rise to the project. This is also an appropriate space to succinctly summarize a literature review.

Objectives

The objectives of your study or project can be bulleted in this section. In some cases, research questions that guided the study can be reformulated into objectives.

Methods or Approach

This section includes the study design, participants, instrument(s), and procedures for recruitment, data collection and data analysis.

Results or Practice Implications

This section should comprise the majority of the poster. Although often one of the shorter portions of a written paper, it is the major portion of a well-designed poster. Include your main findings; report factual data in enough detail to support conclusions drawn. Factual data should be followed by tables and figures. Tables and/or figures will have greater visual appeal if they are in colour. Be sure and label or title each table or figure or note explanation at the bottom of the table or figure.

Conclusions

Relate results with research questions in this section. Include interpretations of the results, a comparison with literature reviews, and summary of findings and implications. Identify future lines of inquiries or research.

Acknowledgments

Acknowledge any sponsoring institutions, funding bodies, or supports that contributed to the research project and/or poster presentation.

Poster Presentation

Poster presentations typically involve a presentation of the poster contents to a group of people gathered in front of the poster. Poster presentations can be more intimate than a paper or extended discussion presentation, and offer more of an opportunity for dialogue between the presenter(s) and the audience. Consequently, presenting a poster can be more informal than a paper presentation.

The content of your presentation should be structured and clear and flow logically from beginning to end. There are a few basic principles that guide opening a presentation. First, welcome your audience and ensure everyone has a handout (if you are using one) and can see and hear you. If you feel comfortable, encourage participants to ask questions as you proceed through an overview of the poster.

Stand to one side of the section of the poster you are presenting so that the participants can read the poster as you speak. Ask the audience questions regarding their practice areas, research interest, or interest in your poster to spark discussion.

At the end of the presentation, thank the audience for their attendance and participation.

Presentation Checklist

Before the Conference

- ✓ Read through the CAOT Presenter's Handbook, conference supplement and other resources
- ✓ Prepare a presentation or design a poster
- ✓ Prepare a handout
- ✓ Collect feedback from a peer or colleague on your conference materials. Make any appropriate changes for clarity, consistency or readability.
- ✓ Once you have completed the final versions of your presentation, poster and/or handout, print hardcopies. Photocopy your handout.
- ✓ If you are preparing a poster, inquire about printing costs and timelines to ensure you have a poster in hand in time for the conference.
- ✓ Make sure you have the appropriate supplies and materials for your presentation, including handouts, biographical introduction for session moderator for the session moderator for paper and extended discussions. Poster presenters will need tacks or Velcro to hold up their poster. Paper or extended discussion presenters will need an electronic copy of their presentation and hard copy back-ups.

At the Conference

- ✓ Familiarize yourself with the conference site layout and identify conference volunteers.

- ✓ Locate the room in which you will be presenting. If you are presenting a poster, ensure you know the exact location of the poster board you are assigned.
- ✓ Locate the speaker ready room. If possible, check that your audiovisual materials are compatible with the supplied equipment at the conference site prior to presenting.
- ✓ Come to your presentation session 5-10 minutes early to be ready to set up at the earliest convenience. Ensure you have all presentation materials.
- ✓ For poster presentations, have your poster on display by 8:30 am on the day you are presenting and remove it promptly at the end of the day.

After the Conference

- ✓ Follow up with any comments or requests from participants who attended your session or would like more information on your project.
- ✓ Send your presentation to be posted on the CAOT website for conference attendees-conference@caot.ca. (optional)