

CAPTIVATING RESEARCH

Residents and young investigators learn how to hold an audience's attention

After persisting for months or even years on a research project, an orthopaedist sees good, reproducible data that support the study's hypothesis. The orthopaedist is excited to share this research that is sure to improve standards of orthopaedic care. But the audience is less than enthusiastic when the results are presented. The orthopaedist knows the science behind the research is sound, so what happened? Could it be that the value of the research was lost in the presentation?

The OREF/Orthopaedic Research Society Presentation Skills Workshop held last December aimed to teach new orthopaedic investigators key skills they need to present their research in a way that engages and inspires audiences. Made possible through a grant from **Wright Medical Technology, Inc.**, the daylong workshop was an interactive, hands-on training session.

"It is very important that surgeons and investigators present their material in a highly organized, meaningful way," said **Shepard R. Hurwitz, MD**, who chaired the workshop. "The importance of the quality of oral presentations by orthopaedic investigators starts with making a good impression among peers, and extends to networking with potential collaborators in the audience."

PRESENTATION DOs AND DON'Ts

Lectures given by volunteer faculty—**Victor M. Goldberg, MD**, **Rick W. Wright, MD** and **Gary E. Friedlaender, MD**—included topics such as:

- How to present data with maximum impact;
- How to deliver a technically proficient presentation;
- How to handle conflict of interest disclosures and ensure that content is appropriate; and
- How to effectively deliver a presentation and take an audience's point of view into consideration.

One goal of these lectures was to teach participants how to avoid some common presentation pitfalls.



"There are several types of mistakes made in orthopaedic research presentations. The most common is having too much material—i.e., squeezing a seven-minute talk into five minutes," said Dr. Hurwitz. He also noted other problems such as giving too much background or history and not spending enough time on the reason for the presentation, and ending the presentation with statistical results that don't explain what steps are being taken to advance the research or why it is important to the orthopaedic field.

After each lecture, faculty led breakout sessions during which each workshop participant had the opportunity to be videotaped giving a brief practice presentation. Later, participants and faculty viewed and critiqued some of the videos.

"As residents, we often do not get the feedback needed for us to improve our presentations. I think this workshop was very helpful in having participants give a talk and get feedback from the faculty," said **Shen-Ying (Richard) Ma, MD**, who attended the December workshop.

DID THE WORKSHOP WORK?

In surveys completed during the workshop, the majority of the participants said they found the critiques of the



presentations the most helpful aspect of the workshop, but also thought the group lectures and breakout sessions were valuable. They liked specific tips such as calling the moderator ahead of the presentation to learn who their audience would comprise, and best practices for creating presentation slides.

"I now use arrows, circles and highlights to call attention to certain important points on my slides. This has helped me deliver my points more succinctly. I also have simplified my slides to two to three points each so that they do not get too crowded. All of these points have allowed me to stay on track with talks that are restricted to 10 to 15 minutes," Dr. Ma said.

Dr. Hurwitz said that the participants' overall reaction to the workshop was positive and informative, and that his faculty colleagues told him that attendees learned new and useful skills in making podium presentations. He hopes that in a couple of years participants may be able to record an improvement in audience satisfaction.

Said Dr. Hurwitz, "Memorable oral presentations are more likely to lead to invitations to join future faculty of symposia and courses, and may lead to job opportunities or academic advancement."

For updates on OREF programs for aspiring clinician scientists, sign up for OREF's eMinder service at www.oref.org/clin-sci-eminder. ■

Ryan M. Nunley, MD honored with Spring 2011 OREF/CCJR Clinical Practice Award



OREF congratulates **Ryan M. Nunley, MD** on being named recipient of the Spring 2011 OREF/Current Concepts in Joint Replacement (CCJR) Clinical Practice Award. Dr. Nunley is assistant professor, Orthopaedic Surgery at Washington University School of Medicine, St. Louis.

He specializes in adult

reconstructive surgery of the hip and knee, hip resurfacing, hip arthroscopy and treatments for femoral-acetabular impingement.

INCLUDING RETURN TO SEXUAL ACTIVITY AS A MEASURE OF RECOVERY

Dr. Nunley was given the award for his work as principal investigator on a retrospective study that examined the capacity of patients to return to sexual activity after hip replacement surgery—a topic that is central to quality of life though as yet, little studied. Dr. Nunley presented his paper at the spring CCJR meeting in Las Vegas May 22–25, 2011.

Now in its third year, the OREF/CCJR Clinical Practice Award recognizes scientific achievement and clinical relevance through investigations that focus on health care policy, clinical outcomes or translational research, and which have immediate clinical impact in the diagnosis and treatment of patients. Recipients receive a \$2,000 honorarium and are reimbursed travel expenses associated with presenting their papers at an upcoming CCJR meeting.

ADDITIONAL ANNOUNCEMENTS SOON

The next award recipient will be announced shortly, and will present his or her winning paper at the winter CCJR meeting in Orlando, Fla., Dec. 7-10, 2011. In addition, manuscripts will soon be invited for the spring 2012 award. Register for OREF's eMinder service at www.oref.org/eminder to receive e-mail reminders about funding opportunities as they emerge—or visit www.oref.org on or after Oct. 20, 2011 for more information about this award.