Teaching Effective Professional Communication

Dr. Carrie Scheel, EdD, OT/L, CPE
Chair & Professor, Occupational Therapy
2018 Faculty Laureate
Professional Presenting

- Plan
  - What is your message?
  - Why are you presenting?
  - What is the best method to share your story?
  - Written vs. Spoken
- Do
  - Capture, Captivate, Close
- Check
- Act
The Written Word

The use of Power Point Presentations for Professional Communication
Written Word Expectations

• What is the purpose of the assignment
• Rubric to share specific content requirements
• Who is the audience?
• Language level
## Written Word Expectations

### Presentation Rubric

<table>
<thead>
<tr>
<th>Organization</th>
<th>Audience cannot understand presentation because there is no sequence of information.</th>
<th>Audience has difficulty following presentation because student jumps around.</th>
<th>Student presents information in logical sequence which audience can follow.</th>
<th>Student presents information in logical, interesting sequence which audience can follow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Knowledge</td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.</td>
<td>Student is at ease and answers most questions with explanations and some elaboration.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>Student uses superfluous visual aids or no visual aids.</td>
<td>Student occasionally uses visual aids that rarely support the presentation.</td>
<td>Student's visual aids relate to the presentation.</td>
<td>Student's visual aids explain and reinforce the presentation.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Student's presentation has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
</tr>
</tbody>
</table>
Not another PowerPoint!
What’s Wrong with PowerPoint Presentations??
Power Point Slide Presentations

• Create a visual aid not a visual distraction
• Avoid slide transitions and sound effects
• No standard clipart
• Use the 6x6 rule
  • 6 words per line
  • 6 lines per slide

• [Link](http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx)
10/20/30 rule

• 10 slides
  • Tackle important topics
• 20 minutes
  • Present your 10 slides
• 30-point font size or >
  • Presenter talks not the slides

Fonts

• Plain text
  • Arial, Calibri or Franklin
• Headings – same font
• Different fonts for headings and body
• No long sentences
• No yellow or orange font
Design and Images

• Use visual theme
• Background should be subtle
• Single style of dingbats for bullets
• Use few large images rather than many small
• Color matters....check before you do the final presentation
Critique

**INTERVENTION: WHO CAN APPLY KINESIO TAPE**

- Armatures

- Health Care professionals:
  - ARNP, ATC, CAT(C), CCSP, CDP, CHT, CLT, CMBT, CMT, CNMT, COMT, COTA, COTA/L, CPO, CPT, CPTA, CRN, CST, CT, DC, DO, DOM, DPT, Lac, LAT, LLCC, LMBT, LMP, LMT, LOT, LOTA, LPT, LPTA, MD, MDT, MLD, MOT, MOTR/L, MPT, MT, MTC, NCMT, NCTMB, NDT, NMD, NMT, NP, NRC, OCS, ODT, OMD, OPA, OT, OTA, OTC, OTR, OTR/L, PT, PT-C, PTA, PA, RMT, RN, RPT, RPTA, SLP
The Spoken Word
The Spoken Word

- Practice
- No reading
- Speak loud enough
- Eye contact
- Grammar
- Dress appropriately
## The Spoken Word

<table>
<thead>
<tr>
<th>Eye Contact</th>
<th>Verbal Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student makes no eye contact and only reads from notes.</td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear.</td>
</tr>
<tr>
<td>Student occasionally uses eye contact, but still reads mostly from notes.</td>
<td>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
</tr>
<tr>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
<td>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
</tr>
<tr>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
</tr>
</tbody>
</table>
Professional Dress
Final Thoughts

• Plan
• Do
  • Practice
• Check
  • Review
• Act
  • Engage audience
Do as I say and as I do....