pharmacists advancing healthcare®

Program Chair Handbook

TABLE OF CONTENTS

Roles and Responsibilities 3
Session Development 3
Session Schedule 3
ACPE Compliance 4
Active Learning & Learning Assessment 4
Matching Active Learning Strategies to Activity Type 4
Assessment of Learning and Assessment Feedback 5
Commercialism & Bias 5
Financial Relationships 5
Paper Handouts 6
Agreements and Documentation 6
Program Chair Agreement 6
W-9 6
Recording Agreement 7
Copyright Agreement 7
Biography and Photo 7
Biography 7
Photos/Headshots 7
Hotel and Travel 8
Budget and Compensation 8
Honoraria 8
Complimentary Registration 8
Presenters 8
Recruiting Presenters 8
ASHP Presenter Confirmation 9
PowerPoint Slides 9
Abstracts 9
At the Meeting 10
When You Arrive 10
Session Moderator 10
Audiovisual Equipment 10
Room Sets 11
Contact Us 11
Additional Resources 12
Appendix A: Active Learning Strategies 13
Appendix B: PowerPoint and You 14

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THANK YOU for agreeing to serve as a Program Chair! Your participation is an important contribution to the profession and a great way to share your expertise with peers and colleagues. This handbook has been prepared to assist you in planning a successful educational session at ASHP's meetings. Whether you are new or "seasoned" in this role, be sure to read the entire handbook for important instructions for planning your session.

REQUIRED! ASHP WOULD LIKE TO STRESS SKILL DEVELOPMENT THROUGH SESSIONS FEATURING DYNAMIC, INTERACTIVE INSTRUCTIONAL STRATEGIES. Many meeting attendees have come to expect and look forward to this in our educational programming. If you are also a presenter, we would like you to keep this in mind as you plan your presentation.

ROLES AND RESPONSIBILITIES

The Program Chair is an ASHP member who serves as a vital and important link between ASHP staff and the membership. A Program Chair is selected because s/he is a content expert and is well connected with other experts on the session topic. The role of the Program Chair is, along with ASHP Educational Services staff, to plan, organize, coordinate, and monitor education programs and to develop programs that will address the educational needs of ASHP members.

Responsibilities include:

- Plan a high-quality educational session under the direction of ASHP;
- Act as the content expert and consultant to ASHP staff on the session topic;
- Prepare a session schedule;
- Incorporate active learning strategies into the educational session format;
- Recruit presenters and explaining to them the requirements for participation;
- Coordinate program content with presenters to ensure that there is a logical flow of program content and minimal duplication of information;
- Serve as the liaison between the presenters and ASHP to ensure that ASHP receives all materials, forms, etc. by the stated deadlines;
- Serve as the session moderator;
- Provide detailed feedback and comments to ASHP about the session after the meeting.
- Ensure learning objectives and outcomes match the content and activities incorporated in the session.

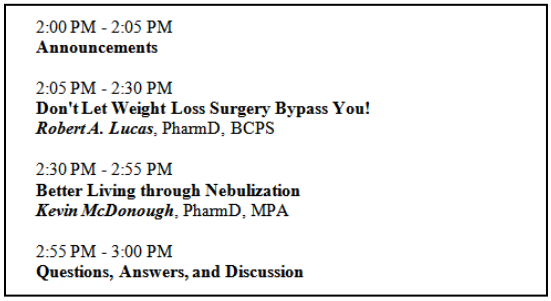
SESSION DEVELOPMENT

Session Schedule

The Program Chair is required to prepare and submit a session schedule. ASHP uses this information to assign honoraria amounts and complimentary registrations to your presenters.

The session schedule should include:

- 5-10 minutes for announcements and introductions at the beginning of the session.
- Time span and presentation title for each presenter.
- Time for Q&A throughout the session.


2:00 PM - 2:05 PM
Announcements

2:05 PM - 2:30 PM
Don't Let Weight Loss Surgery Bypass You!
Robert A. Lucas, PharmD, BCPS

2:30 PM - 2:55 PM
Better Living through Nebulization
Kevin McDonough, PharmD, MPA

2:55 PM - 3:00 PM
Questions, Answers, and Discussion

Figure 1: Sample Schedule

ACPE Compliance

ACPE, the Accreditation Council for Pharmacy Education, is the body that accredits ASHP as a provider of continuing pharmacy education. ASHP embraces these standards as they promote quality education programs that are free from commercialism and bias.

As a Program Chair, you share ASHP's mission to provide the best educational programs for all attendees. Maintaining ACPE accreditation status is vital to ASHP's mission. If you would like more information about the standards, visit: http://www.acpe-accredit.org/standards/default.asp.

ALL CE PROGRAMS MUST INCLUDE AN ACTIVE LEARNING STRATEGY AND LEARNING ASSESSMENT FOR EACH LEARNING OBJECTIVE in compliance with standards passed by ACPE.

Active Learning & Learning Assessment

As Program Chair, it is your responsibility to ensure that all of your presenters understand what active learning is and have incorporated active learning strategies into your session. Active learning strategies engage the audience in the activity and should be appropriate for your session type as outlined below. Learning assessment involves feedback to learners on how well they have answered questions or completed a learning exercise, such as a case study.

Matching Active Learning Strategies to Activity Type

Below are ideas on how to incorporate active learning into your session. This list should serve as a guide and is not meant to be comprehensive.

Active Learning Strategy	Knowledge-Based Activity	Application-Based Activity
Lecture with questions	✓	✓
Games and quizzes to practice recall	✓	✓
Demonstration		✓
Example with practice		✓
Interactive case study		✓
Interactive scenario		✓
Role play		✓
Simulation		✓
Application exercises		✓
Practice exercises		✓

*For more details, see **Appendix A**.*

Assessment of Learning and Assessment Feedback

	Knowledge-Based Activity	Application-Based Activity
Assessment of Learning	Must include assessment questions structured to determine the recall of facts based on the learning objectives. Techniques can be informal such as audience response systems, color cards, or the raising of hands.	Must include case studies structured to address application of the principles learned based on the learning objectives.
Assessment of Feedback	Feedback may include the correct response to questions. For incorrect responses, communicate that a question was answered incorrectly and provide rationale for the correct response.	Feedback may include the correct evaluation of case studies. When responses are incorrect, explain the rationale for the correct response.

Commercialism & Bias

CE programs must offer an independent, equitable view of the topic and be free from commercial bias and promotion. To comply with ACPE standards, ASHP processes are:

- **Presented materials will be reviewed by ASHP and modified as needed to comply with the standard**.
- The version that is reviewed and approved by ASHP is the **final** version to be presented and disseminated to attendees.
- Reviewed materials (slides, etc.) will be pre-loaded onto the computer in your session room on-site.

***Changes will be made ONLY if late-breaking information has become available, and will be made at the discretion of ASHP staff. In this case, please email EducServ@ashp.org with your request and justification.*

Financial Relationships

ASHP requires that all prospective faculty, planning committee members, and others in a position to control content for continuing education activities, disclose all relevant financial relationships with commercial entities whose products and/or services will be discussed during the session.

- A "relevant financial relationship" exists if you (and/or your spouse/partner) are an employee, consultant, clinical investigator, author, shareholder, board member, speaker, or receive research support or other financial benefit in any amount, from an organization whose products and/or services are to be discussed in the session. You must disclose all such relationships that have existed within the past twelve months.

- A "relevant financial relationship" also exists if your institution or hospital received support or other financial benefit in an amount equal to or great than $5000 from an organization whose products and/or services are to be discussed.

- The financial relationship information you give here will be for *all* sessions you are participating in at this meeting. Prospective faculty members who refuse or fail to disclose their information in a timely manner may result in a session being ineligible for continuing education credit.

ATTENTION: FAILURE TO DISCLOSE RELEVANT FINANCIAL RELATIONSHIPS IN A TIMELY MANNER MAY RESULT IN YOUR SESSION BEING INELIGIBLE FOR CONTINUING EDUCATION CREDIT.

As the Program Chair you assume the responsibility to ensure your presenters make a complete and accurate disclosure of financial relationships.

GUIDELINES FOR ENSURING COMPLIANCE

- Ensure that your program offers an independent, equitable, and free-from-commercial-bias view of the subject.
- Do not use commercial logos in presentation materials.
- **If you include a trade name, include all trade names by which the drug may be marketed** (you may exclude international trade names) in your presentation materials.
- Do not use headers, footers, or logos on your slides with the name of your company.

Paper Handouts

- PDFs of your session's PowerPoint slides will be made available to all attendees online approximately two weeks prior to the meeting. However, if you still want to distribute paper handouts at your session, you are responsible for copying and shipping an appropriate number.
- ASHP does not provide copying services on-site, nor can ASHP print additional copies if the amount you provide is insufficient.
- Do not bring paper handouts unless you have discussed an appropriate quantity by emailing educserv@ashp.org for a recommendation.
- ASHP does **not** provide reimbursement for printing of handouts.

Remember to include supplemental resources for your audience. These can include:

- A bibliography and resources attendees can use for further exploration of your topic.
- When possible and appropriate, prepare take-away tools (e.g checklists, templates) that participants can use on the job.

AGREEMENTS AND DOCUMENTATION

The following items must be signed or completed according to the Deadline Checklist included with your confirmation packet.

Program Chair Agreement

By agreeing to be a Program Chair and/or presenter, ASHP is depending on you to give your best in presenting a high-quality education program, and also to your participation in the preparation processes. This agreement spells out what ASHP asks of you to help us prepare for a meeting that is of the finest quality as well as compliant with all standards and guidelines.

W-9

ASHP must have a recent W-9 on file for all presenters receiving honoraria. If you have not submitted a W-9 in the past 18 months, have moved, or have had a name change, ASHP will need a new W-9. If you are uncertain when you last submitted a W-9 to ASHP, please submit a new one.

Download the form at: http://www.irs.gov/pub/irs-pdf/fw9.pdf

- Complete the W-9 Coversheet included in your packet
- Send completed coversheet and W-9 form to fmdw9@ashp.org or fax to 301-634-5944.*
- Use the tax ID number if honorarium will be made payable to a company.

**Important: Do not upload your W-9 online or send it anywhere other than the email address or fax number provided. This email address and fax number are secure and go directly to the ASHP Finance department.*

Recording Agreement

ASHP may audio record your session at the meeting. Audio recordings may be used for any of the following:

- Archival purposes
- Sale to meeting attendees and those unable to attend the meeting
- Posting to the ASHP Website
- Other media as outlined in the agreement

Note:

- All presenters, including the moderator and facilitators, are required to complete the Recording Agreement.
- Presenters are not required to be recorded; however, if any presenter refuses, the entire session will **not** be recorded.

The agreement covers all audio and video throughout a presentation.

Copyright Agreement

All presenters must obtain all necessary written permissions and releases for the use of any and all third party-produced materials (e.g., cartoons, photographs, articles and tables from published materials) associated with their presentation. Please be aware that permissions may require 2-6 weeks for approval. ASHP requires that all presenters agree to the following statement:

> *I have the full authority to enter into this agreement and will obtain all necessary copyright permission or licenses from any individuals or organizations whose material is excluded or used in my presentation. I agree to indemnify and hold harmless ASHP against any claims, losses, expenses or damages that may be incurred by ASHP as a result of my presentation. In particular, I agree that the use of any materials prepared by me will not expose ASHP to liability for breach of confidence for infringement of copyright or similar liability.*

See the *Copyright Handbook* for guidelines on how to comply with copyright law.

Biography and Photo

All presenters and program chairs are **required** to submit a brief professional biography and headshot. They will be featured in the meeting app and may also be featured in other meeting publications and promotions.

Biography

You are asked to submit a short biographical sketch of yourself that will be included in activity materials. The deadline for submitting this is noted on your Deadline Checklist. When preparing your biography, please follow this general format:

- Full name and credentials with statement of current position.
- Education and training (e.g., residencies, fellowships) (note: years of completion are generally not included).
- Pertinent research and practice interests.
- Professional achievements (e.g., relevant professional memberships and involvement, leadership positions, awards)

Photos/Headshots

Photos are often included in activity materials, so please submit your photo in electronic format. Photos should reflect a professional image. All file formats accepted. Minimum 72 dpi, 320 x 320 pixels.

Hotel and Travel

ASHP will provide specific details on how to book your hotel and travel, approximately mid-July.

BUDGET AND COMPENSATION

Honoraria

Each presenter will receive a confirmation packet from ASHP that will indicate if they are eligible to receive an honorarium, approximately mid-July. All funds, if any, will be dispersed to presenters as **HONORARIA**.

- Checks will be dispersed approximately four weeks after the meeting.
- Checks will be dispersed only for those presenters who have submitted a W-9 or who have them on file with ASHP. Checks will be made payable and sent to the name and address on the W-9 form.
- A 1099 will be distributed in January, following the meeting. (For example, paid in 2016, 1099 in January 2017.)
- Under special circumstances, ASHP will allow a presenter to receive their funds as expense reimbursement. A written request must be sent to: EducServ@ashp.org
- ASHP will not prepay expenses or provide in-kind compensation.
- To comply with federal income tax regulations, all presenters receiving honoraria must submit their Social Security number or Tax ID number to ASHP on an IRS W-9 form.

ASHP retains final approval for all budget allocation. Justification for proposed variations or exceptions from the honoraria guidelines must be sent to educserv@ashp.org.

Attention Federal Employees

ASHP is aware of the many guidelines and restrictions regarding reimbursement for employees of the U.S. federal government. Although submission of meals and incidental expenses receipts may not be required by your particular agency, ASHP REQUIRES YOU TO SUBMIT ORIGINAL RECEIPTS FOR ALL ITEMS YOU WISH TO BE REIMBURSED. This includes all meals, hotel, transportation, and parking. Since ASHP is NOT a federal agency, ASHP is subject to external auditors who require original receipts for all items for reimbursement. ASHP will only issue reimbursement for those items for which an original receipt has been submitted. Regarding maximum daily reimbursement rates, ASHP will adhere to guidelines per the U.S. General Services Administration ("G.S.A. Per Diem Rates") if required by your agency.

Complimentary Registration

- Your confirmation packet from ASHP will indicate if you are eligible to receive a **complimentary meeting registration**. **If so, do not register yourself**. ASHP will complete the paperwork, and you will receive your confirmation prior to the meeting.
- **If you are receiving full meeting compensation as an honorarium, you are responsible for your own expenses.**
- Complimentary registrations are for this meeting only.
- Complimentary registrations are non-transferrable.
- All presenters and moderators must be registered for the meeting to participate in the session.

PRESENTERS

Recruiting Presenters

ASHP relies on you as the Program Chair to identify and recruit qualified presenters for your session. Below are some guidelines and suggestions to assist you.

When recruiting presenters, look for:

- ☑ Individuals that are considered experts on the session topic.

- ☑ Individuals who are experienced presenters.
- ☑ Geographic diversity among presenters.

Further guidelines:

1. Review the session objectives and level of content.
   Example: Do you need a basic pharmacology presenter, or do you need a current researcher in the field? Consider possible presenters with the expertise to address the objectives and level of content.

2. Review the session format.
   Example: Do you need a dynamic case study facilitator who works well in small groups, or a dynamic presenter who can interest the participants in basic pharmacology? Consider presenters who would fit best in the format you have chosen.

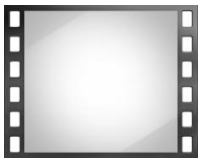
ASHP Presenter Confirmation

ASHP will send a presenter confirmation letter to each presenter **once every presenter in your session has submitted their information online** (contact information, disclosure, recording and copyright agreements). This packet includes a letter describing the financial arrangements, responsibilities regarding hotel and travel arrangements, requirements for supplemental educational resources, and timetable by which all items need to be completed. Detailed instructions are provided in a *Presenter Handbook*.

PowerPoint Slides

A PowerPoint slide template will be provided by ASHP. All speakers should use this template to create their presentation. Review **Appendix B** for tips.

IMPORTANT! All presenters in your session should send their slides to their Program Chair to be reviewed, then combined and submitted as **a single PowerPoint file**.



- Slides must be received by the stated deadline. (See your Deadline Checklist.)
- **Slides must be on the official meeting slide template provided by ASHP.**
- **Do not include any company logos on any slides.**
- Do not put the CE code on any slides.
- All slides will be reviewed for commercial bias and edited by ASHP to conform to ACPE guidelines.
- The slides that are submitted to ASHP are considered final and changes are strongly discouraged. Presenters should contact their Program Chair prior to the meeting if any changes are needed.
- If late-breaking information is released after submission of slides to ASHP, presenters should use a less specific slide and verbally announce the new information in the session.
- Presentations may be audio-recorded and synched with the PowerPoint slides, unless a copyright agreement was not received. This recording may be offered for sale following the meeting. Therefore, do not use any material (cartoons, reports, charts, etc.) in presentations where copyright permission was not obtained. We expect that you will read the *Copyright Handbook* provided.

Abstracts

IMPORTANT! **A single abstract** should be submitted for the entire session. It is the Program Chair's responsibility to coordinate this with their presenters.

- The abstract must include the learning objectives included in your acceptance letter.
- The abstract must include a self-assessment question (with answer) to correspond to each learning objective.

Complete instructions are available in the Presenter Handbook.

AT THE MEETING

When You Arrive

- All educational sessions, exhibits, and activities will be held at the primary meeting location unless otherwise specified. You may pick up your badge and Program Book at Registration.
- Business casual dress is suggested for attendees for all meeting sessions, although presenters usually wear business attire. Since room temperatures in the convention center may be difficult to regulate, we suggest that you dress in layers to ensure your comfort at all times.
- Rehearse your presentation carefully and do not speak longer than your allotted time.
- You may preview your visuals in the Speaker Preview Room (location will be published in the Program Book).

Session Moderator

The Program Chair plays a major role in the onsite coordination of the session by serving as the moderator for the program. Although you will have ASHP support at the meeting, you will serve as the key contact person for your presenters onsite.

Moderator Duties:

- Arrive in the meeting room 35 minutes before the session to check the room setup.
- Assure the session runs smoothly and on schedule.
- Verify all PowerPoint presentations are loaded onto the computer in the session room.
- Assist speakers with microphones, slides, and laser pointers.
- Begin the session on time.
- Make appropriate announcements as indicated on the script provided by ASHP. This also includes welcoming attendees, describing the session rationale, and providing an overview of the session. .
- Announce the CE Session Code in the beginning and before the question/answer part of the session
- Introduce each speaker.
- Moderate the discussion or question and answer period.
- Encourage participants to use the floor microphone when asking questions, when applicable. Repeat questions if necessary so that all attendees hear the question.
- End the session on time with closing remarks and comments.
- In the event of a standing room only situation, encourage the audience to move to the center and use all of the chairs.

Note: There may be another session scheduled in the same room following your session. If attendees would like to ask your presenters questions, please move off the podium to allow the next set of presenters access to their slides.

Audiovisual Equipment

All educational sessions will be equipped with a standard audiovisual (AV) set. This set includes:*

- Computer**
- LCD Projector
- Screen
- Laser Pointer/Slide Advancer
- 1 Podium Mic
- Floor Mic(s)
- 1 Panel Table Mic

**Subject to change*
***Presenters are not permitted to use their own laptops.*

Room Sets

All educational session rooms will have a standard room set. This room set includes:

- Classroom, roundtable, and/or theater seating as determined by ASHP.
    - If you have a specific request, please email the Educational Services Department (educserv@ashp.org).
- Raised podium with lectern
- Head table with chairs on podium

Changes or additional AV requests from the above must be made in writing to ASHP with detailed justification. Send your request to educserv@ashp.org. Requests are reviewed on a case by case basis and you will be notified if your request has been approved.

ASHP cannot provide office supplies or references such as pencils, pens, post-it notes, index cards, scotch tape, dictionaries, text books, baskets, etc. If desired, the Program Chair/presenters may supply their own. ASHP will not reimburse any extra expenses incurred should you decide to provide such items.

CONTACT US

ASHP Educational Services Division
7272 Wisconsin Avenue
Bethesda, MD 20814
e-Fax: 301.634.5978
EducServ@ashp.org

"We bring CE to life."

ADDITIONAL RESOURCES

http://www.ashp.org/forpresenters
The spot every presenter should visit for tools, resources, and guidance.

http://elearning.ashp.org/products/4794/tips-tricks-engaging-your-audience-in-learning
On-demand webinar that will assist you in incorporating active learning into your presentation. Earn CE credit too!

https://www.acpe-accredit.org/ceproviders/standards.asp
ACPE Standards for educational activities.

APPENDIX A: ACTIVE LEARNING STRATEGIES

Polling

Get to know your learners by asking about who is in the audience. Examples: "By a show of hands, how many clinical specialists are in the audience?

- How many directors?
- How many from small/rural hospitals?
- How many from the west coast?
- How many have implemented an informatics program before?
- How many have some experience with medication reconciliation?"

Choose factors about the audience that are relevant to your topic and poll so that you and your learners can see who is there. Polling can ask questions about what the learners are doing related to the material. Relate the responses to the polling questions to the session topic.

Examples:

- "How would you describe your level of implementation of medication reconciliation processes? High? (show of hands) Medium? Low? Today you'll learn how to increase the implementation of these programs."

- "How many of you have an emergency pharmacist in your ED?" How many are full-time? How many are more than half-time? How many are less than half-time? In today's session we'll show you how to get support for increasing pharmacist time in the ED."

This method can be used with an electronic Audience Response System (ARS) or with the "low-tech" version: hand-raising.

Questions / Quizzes / Tests / Games

Ask multiple-choice or true/false questions. Have participants raise their hands for the different response options or simply have them note their answer privately, then provide the answer. Questions can be used at the beginning, during and/or at the end of a session. Pre- and post-test questions can be used to start and end a session. Questions can be turned into a game such as "Jeopardy" by giving the answer and asking participants to identify the question. An example of a question used at the 2008 Summer Meeting Joint Commission session by speaker Darryl Rich was:

"For MM.2.20 – Medication Storage, which of the following was the top compliance issue scored on 2007 surveys:

A. Refrigerator temperature checks
B. No policy on how medications handled from removal/dispensing to medication administration and returned if not used.
C. Medication Security
D. Narcotic Control & Wastage"

A "Jeopardy" question in a session on active learning strategies was:

The answer is: "A hand-raising activity good for engaging an audience at the beginning of a session."
The question is: "Polling."

Self-Assessment

Have the participants complete a self-assessment tool that gives them insight into their current knowledge or skill level and helps them identify their need for the information the session will be covering. The tool can be formal (a commercially available instrument, such as the "Insight Inventory" for leadership skills *(Insight Institute, Inc.)* or an informal self-created scale that may, for example, ask participants several questions about their level of skill or experience in different aspects of your topic. For example, an informal self-assessment of presentation skills asks participants to rate their level of agreement with statements such as, "I make appropriate use of gestures when appropriate." and "I make eye contact with audience members."

Interactive Scenario

A scenario describes a situation to be effectively resolved, requiring the skill(s) being taught in an educational program. The participants discuss what they think should be done in the situation. An expert gives feedback to participants. Participants can discuss in small groups, then report their ideas to the whole group. You, as the expert, give feedback on whether or not their ideas are likely to be effective. In addition, fellow participants can share experiences and feedback.

For example, for a program for supervisors on performance appraisal skills, describe a problem employee and ask how they can be most effectively managed during their performance review.

Application Exercise

In an application exercise, participants are asked to apply, or think about how they will apply, what they have learned. Participants may do this type of exercise independently, such as by filling out a worksheet designed beforehand for this purpose, or they can be asked to discuss it with others near them.

For example, participants can be asked to list challenges and obstacles they may face and strategies for overcoming the obstacles when implementing an informatics project, or they could form small groups and list steps they will take to apply something in practice that they have learned in the session. An advantage of working with others is that participants can brainstorm together and hear different perspectives.

Interactive Case Study

Present a case in which you ask the participants to answer questions about the patient and their treatment. For example, what information do they need about the patient? What treatment do they recommend? How would they handle new developments in the case that you describe to them?

APPENDIX B: POWERPOINT AND YOU

PowerPoint and You

Your slides should *serve rather than control you*. You're an excellent presenter; even so, PowerPoint can hijack your presentation. You don't want that to happen. With that in mind, here are a few ideas to liberate you to give your best presentation ever.

- Your audience consists of bright, well-educated people. Never read your slides to your audience. They can read the words on your slides much faster than you can speak them. This difference only serves to jumble your information in their brains, resulting in them remembering less of it.
- Every slide should have very few words – that can be read from the back of the room.
  - Use between **15 – 30 words per slide**
  - Use **6 lines or less** of text per slide
  - Your point size should be large. In a large conference room, the size of your words – depending on the font – should be from **30 to 40 points**! Never less than 24 points regardless of the font type.
  - Avoid text and background colors that have a low contrast ration, such as – red text, dark backgrounds, or pale yellow text on a white background.
- Use slides merely as indicators of what you have to present – to let your audience know where you are in the program. Use them like stepping stones to go from beginning to topic to another.
  - The agenda of your activity
  - Full-screen title slides to announce major presentation transitions
  - Headings and titles at the top of your slides
  - Active learning activities – questions (polling, multiple choice), brief case scenarios, and the answers
  - Summary and Conclusion slide(s) – what was addressed and overall points to take away.
- Additional Pointers:
  - A good use of slides is for displaying graphical information – the kind that is difficult to describe – but that is large enough to be seen by your audience.
  - Incorporate pictures when appropriate – to add interest, reinforce themes, or incorporate humor.
  - Effective use of a figure or picture – rather than words – keeps your audience engaged. Show in a few seconds what could take minutes to explain.
  - Copyright permissions as appropriate and submit to meetingmaterials@ashp.org
  - Spell check the slides

In spite of all this – if your charts are too detailed and tiny for your audience to read,
Please ask yourself,"Why am I showing them?"

Summary

Your PowerPoint presentation is finished and ready to submit to ASHP. Now, ask yourself these last two questions:

1. Do my slides contain just the right amount of information to guide the audience through my session?
2. Will the person in the back third of a packed convention room be able to see the information I have on my slides?

If you have answered "Yes" than you are on your way to an optimizing the educational experience for your attendees! Please remember to share your PowerPoint slides with all presenters in your session. If you have any questions or need further information, do not hesitate to contact the Educational Services Division at EducServ@ashp.org