Preparing and Presenting Your Research in Talks
by Vasantha Jotwani and Christine Dehlendorf

Objectives
a. Describe the key attributes of a successful clinical research talk
b. Integrate a framework for preparing a talk
c. Delineate strategies to address the most common pitfalls of clinical research talks

Questions
Fundamentals
- Know your audience- and if you don’t, take the time to find out!
- Make sure that you go as slowly as possible
- Own your expertise
- Practice, practice, practice

Let’s talk about slides
- Layout- serif fonts, consistent spacing, short bullets
- Use numbers sparingly
- Use only “appear” and “disappear” for animation- draw people’s eyes
- Don’t cut/ paste tables from your papers
- Your slides are not your talk. What slide content is going to be most useful to enhance their understanding of what they say?- this requires ITERATION

Delivery and Practice
Do you write a script?
- VJ- write out intro, conclusion, tricky results. Complete scripts for shorter talks
- CD- don’t rely on presenter mode- you may not to be able to even see your slides! Bring a piece of paper with what you want to say FIRST for each slide- once you get into the flow, you will be FINE

How do you practice?
- First content, then delivery feedback. As much as possible

How do you prep for audience questions?
- Extra slides, paste abstract into a slide to have on hand
- Ask you mentor what questions you’re likely to get

Audience Questions
how do you boil down a paper with 4-5 tables into a 10 minute talk? How do you decide what to cut?
OK to turn tables into bullets and have full results in extra slides
Think about your take-aways and emphasize the results that best support those messages

**how do you prep if you’re giving a pre-recorded zoom talk?**

- CD- this is the hardest! I practice more ahead of time, and then I try not to think about it being pre-recorded
- See if you can get someone to be on zoom with you so you are giving that talk to someone!

**what is the balance of graphics/figures vs. text?**

- Make sure your graphics and text reinforce each other
- Animations can be distracting!
- Who is advancing your slides?

**What about funny memes?**

- Context, context, context
- if it’s short, purely scientific, then keep it out
- be very careful with memes! “Funny” can be offensive

**Side point: Think about how and to whom we disseminate our work- look for opportunities to present your work/thinking/research beyond the peer-reviewed audience.**

**How do we connect with audiences over zoom, esp when you can’t see people when you share your screen!**

- Consider 2nd monitor for Brady Bunch view!
- Watch the chat box
- Use polls
- Return to why you as a person care about this work
- Stop a screen share midway through

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**Posters/Abstracts- Pam Ling and Adnan Alseidi**

Slides attached!

Participant Q and A

QR codes- use them to share videos, your survey instrument, your data if it lives online, etc.

New poster format: [https://osf.io/8ajqs/](https://osf.io/8ajqs/)

**Naomi Bardach- K awards 101**

Learning objectives:
1. Articulate the components of a K award
2. Describe the role of a K award in a clinical research career path
3. Identify barriers and facilitators of successful K award submission

To start with, what is a K award and why should clinical researchers want them?

Usually 5 years of funding, 75% protected time, additional career training in addition to your science. Lots of flexibility in what you do during your K award- you can develop other secondary areas of research. This time is to get you to the point that you need to be in order to get an R01.

Aims

- Specific aims linked to training aims
- Need to have CONTENT AREA and METHODS AREA in your long term goal
- Publication record- at least 3 first-authored papers, sometimes up to 5

Departmental commitment/ support- this HAS to be unambiguous and state that your employment is not conditional on receiving a K. It needs to say that you will have 75% protected time for your K activities

Referee letters- senior researchers who can speak to your potential- they go into your candidate score- don't obsess here. You have to write the letters, build that into your timeline.

Mentorship team

- Ideally you will have published with everyone the mentoring team
- Have one co-mentor for each training aim, better to have them at UCSF. There’s a review bias against distant mentoring. If you have co-mentors other places, you need to say you’ll see them at conferences, and you need to have published with them, and then you justify why there’s no-one like them where you are. If there are world experts in methods or content areas that are very rare, then that can be a co-mentor.
- Need a primary mentor with a strong track record of NIH funding, - even better if they’ve worked with K mentees before
  - MUST be at UCSF

How do you formulate a training plan?

- Weekly mentor meetings are ESSENTIAL
- Each Aim needs to be matched to formal didactics AND apprenticeship with an expert (co-mentor or scientific advisor) AND a learning community (like a professional meeting)
- Reviewers really care about experiential learning more than didactics

What is the role of the research plan?

- Be Goldilocks! Your project should be not too big and not too small
- Work really really closely with your mentors for your research plan

What are the most common pitfalls? Advice on how to avoid them?

- The decisions you make up front are really important
- Start your Specific Aims workshopping 6 MONTHS before the deadline