**Checklist to ensure an AWESOME Grand Rounds Presentation**

**Item** **Place ✔ here**

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| **When preparing my Grand Rounds, before delving too deeply, I started by identifying 2-4 learning objectives\*\*** |  |
| **I used Gagne’s 9 instructional events to help me organize my talk** |  |
| **For each item in Gagne, I allocated how much time I plan to spend** |  |
| **I allocated < 20 minutes of talking at the audience** |  |
| **I allocated >15 minutes for the audience to practice the information and go over the answers** |  |
| **I allocated at least 5 minutes for questions at the end** |  |
| **During the talk, I minimized use of powerpoint (only using it to convey images, graphs, quizzes; NO reading from slides)** |  |
| **I relied more on SPEAKERS NOTES than ppt slides** |  |
| **I focused MORE on LESS information; I avoided the need to be comprehensive (epidemiology, pathophysiology, etc unless that was THE focus of the talk); If there was more info I want my audience to know than my 2-4 points, I gave them supplemental information** |  |
| **I kept the session interactive (cases, quizzes, ask the audience)** |  |
| **I used stories and anecdotes to convey the information** |  |
| **I was repetitive: I “told ‘em what I’m going to tell them, TOLD ‘em, and then told them what I just told them”** |  |
| **I practiced and got feedback before giving my Grand Rounds** |  |

**\*\*For more info on writing learning objectives, google “how to write learning objectives using Bloom’s taxonomy” or see: https://tips.uark.edu/using-blooms-taxonomy/**