Making A Great PowerPoint Presentation

Adapted from slides by:

Jonathan M Flacker, MD
Kimberly D Manning, MD
Deborah Baumgarten, MD, MPH
Consider Logistics:

How big is the room? How many people?

Small Group Setting?  Auditorium?  Formal?
Key Slide Design Concepts

- Large
- Simple
- Concise
Common Slide Problems

- Too many colors
- Too crowded
- Too many symbols on graphs
- Too much animation
- Too many words
Font Style

- Sans-serif (uniform width) fonts are easier to read
- Tahoma is a sans-serif font
- So is Arial
- Times New Roman is a serif font
- So is Courier
Italics are hard to read on screen

Normal or **bold** fonts read easier

Underlines may signify hyperlinks

Better to emphasize with **colors**
Font Style Rules

- Don’t change font styles mid talk
- ALL CAPITALS ARE HARD TO READ
Be sure it is big enough 48 pt.

Be sure it is big enough 44 pt.

Be sure it is big enough 36 pt.

Be sure it is big enough 32 pt.

Be sure it is big enough 28 pt.

Be sure it is big enough 24 pt.

Be sure it is big enough 16 pt.

Be sure it is big enough 12 pt.
Lines on slides

- Limit bullets per slide
- Omit unnecessary words
- No full sentences
- Bullet points to prompt discussion
- Pay attention to you not slides
Bullet List

For lists **without**

- Priority
- Sequence
- Hierarchy, .....
Number List

For lists with sequence or hierarchy

For example:

Things I’d like to do on a sunny day in August:

1. Go fishing
2. Nap outside in hammock
3. Give board review talk
Color Use

- Use contrasting colours
- Light on dark better than dark on light
- Use complementary colours

Good!
Color Use

- Use contrasting colours
- Light on dark better than dark on light
- Use complementary colours

Not as Good
Color Use

- Use contrasting colours
- Light on dark better than dark on light
- Use complementary colours

Not Good!
Color Problems

- Be nice to colorblind people
  - No red-green combinations

- Be nice to everyone else
  - No red letters on a blue background
  - Leads to stereopsis

- You forget colors fade on big screen
Picture Limits

- Art/pictures may distract your audience
- 2 at most per slide
- Appearance should not supercede content
Readable Slides

- AVOID BUSY BACKGROUNDs
- No matter how cute
- No matter how colorful
Focal Points

- Graphics direct attention
Layout

- Be consistent with:
  - Alignment
    - Indenting
  - Line spacing
  - Bullets
  - Line transitions
Consistent Is Important

- Differences draw attention
- Use only to imply importance
- Surprises to engage not distract
- Do or don’t, but use consistent periods.

Good!
Be Consistent

☑ Differences draw attention

❖ Differences may imply importance

■ Use surprises to attract not distract

⌥ Do or don’t, but use consistent periods.

Not Good!
Be Consistent

- Differences draw attention
  - Differences may imply importance
- Use surprises to attract not distract
- Do or don’t, but use consistent periods.

Helpful Difference
Is It Legible?

Rough Rule:

- You Should Be Able To Read Computer Screen From a Distance of 8 x Width Of Slide
- Usually this is about 2 meters
Line Transitions

- **Lines**
  - Use same style throughout
  - “wipe” left to right
  - Subdue previous bullet to emphasize next one
Simple Slide Transition

- Fancy transition is annoying, not enhancing
- Again, be consistent
- I prefer none or "Appear" and "Disappear"
Slide Design

- **Self Evident Rule**
  - Slide should not need explanation

- Include only necessary information
  - Is your research a key teaching point?

- Avoid data-you-to-death (or sleep) slides

- No more than 2 graphics / slide
  - graphs should not show too much detail
Recognizing that discovery and innovation in basic, translational and clinical biomedical Research form the foundation of excellence and pre-exception education and health care, the faculty and leadership of the School of Medicine (SOM) have embraced the goal of achieving national and international status as a leading biomedical research institution over the next decade.
Keep Text Content Simple

- **Our goal:**
  - National/international status as leading biomedical research institution

- **Our Foundation:**
  - Basic, translational and clinical research

- **Our Result:**
  - Excellence in Medical Education

Adapted from http://www.med.emory.edu/research/index.cfm
# Tables and Graphs

> Too detailed

**Table 2. Characteristics of Residents With Advanced Dementia and Their Associations With 6-Month Mortality in the Derivation Cohort (n = 6799)**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>No. (%) of Residents</th>
<th>Unadjusted HR (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age &gt;83 years, median</td>
<td>3075 (45.2)</td>
<td>1.5 (1.4-1.7)</td>
</tr>
<tr>
<td>Male sex</td>
<td>2257 (33.2)</td>
<td>1.8 (1.6-1.9)</td>
</tr>
<tr>
<td>Nonwhite race/ethnicity</td>
<td>1366 (20.1)</td>
<td>1.2 (1.1-1.4)</td>
</tr>
<tr>
<td><strong>Functional status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities of daily living score = 28*</td>
<td>1747 (25.7)</td>
<td>2.5 (2.3-2.8)</td>
</tr>
<tr>
<td>Bedfast</td>
<td>523 (7.7)</td>
<td>2.6 (2.3-3.0)</td>
</tr>
<tr>
<td><strong>Diagnosis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes mellitus</td>
<td>1113 (16.4)</td>
<td>1.4 (1.2-1.5)</td>
</tr>
<tr>
<td>Congestive heart failure</td>
<td>958 (14.1)</td>
<td>2.1 (1.9-2.3)</td>
</tr>
<tr>
<td>Asthma or emphysema/COPD</td>
<td>520 (7.6)</td>
<td>1.6 (1.4-1.8)</td>
</tr>
<tr>
<td>Cancer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pneumonia infection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiac disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any fracture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urinary tract infection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Septicemia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other health conditions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edema</td>
<td>1155 (17.0)</td>
<td>1.5 (1.3-1.7)</td>
</tr>
<tr>
<td>Hallucinations or delusions</td>
<td>181 (2.7)</td>
<td>1.0 (0.7-1.3)</td>
</tr>
<tr>
<td>Aspiration</td>
<td>107 (1.6)</td>
<td>2.1 (1.6-2.8)</td>
</tr>
<tr>
<td>Bowel incontinence</td>
<td>5334 (78.4)</td>
<td>2.3 (2.0-2.7)</td>
</tr>
<tr>
<td>Recent weight loss</td>
<td>1074 (15.5)</td>
<td>1.9 (1.7-2.1)</td>
</tr>
<tr>
<td>Dehydration</td>
<td>370 (5.4)</td>
<td>1.7 (1.4-2.0)</td>
</tr>
<tr>
<td>Insufficient fluid intake</td>
<td>742 (10.9)</td>
<td>1.6 (1.4-1.8)</td>
</tr>
<tr>
<td>Fever</td>
<td>533 (7.8)</td>
<td>2.1 (1.8-2.4)</td>
</tr>
<tr>
<td>Pressure ulcers</td>
<td>1159 (17.0)</td>
<td>1.7 (1.5-1.9)</td>
</tr>
<tr>
<td>Shortness of breath</td>
<td>240 (3.5)</td>
<td>3.6 (3.0-4.3)</td>
</tr>
<tr>
<td>Unstable medical conditions</td>
<td>1626 (23.9)</td>
<td>1.9 (1.8-2.1)</td>
</tr>
<tr>
<td>Chewing or swallowing problem</td>
<td>2331 (34.3)</td>
<td>1.8 (1.6-1.9)</td>
</tr>
<tr>
<td>&lt;25% of food eaten at most meals</td>
<td>2458 (36.2)</td>
<td>1.5 (1.4-1.6)</td>
</tr>
<tr>
<td>Not awake most of day</td>
<td>474 (7.0)</td>
<td>2.1 (1.8-2.4)</td>
</tr>
<tr>
<td>Body mass index &lt;21, median†</td>
<td>3404 (50.1)</td>
<td>1.4 (1.3-1.5)</td>
</tr>
<tr>
<td>Oxygen therapy in prior 14 days</td>
<td>565 (8.3)</td>
<td>3.1 (2.7-3.5)</td>
</tr>
</tbody>
</table>

*Mitchell et al. JAMA 291;22:2743-2740*
### Table 2. Characteristics of Residents With Advanced Dementia and Their Associations With 6-Month Mortality in the Derivation Cohort (n = 6799)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>No. (%) of Residents</th>
<th>Unadjusted HR (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age &gt;83 years, median</td>
<td>3075 (45.2)</td>
<td>1.5 (1.4-1.7)</td>
</tr>
<tr>
<td>Male sex</td>
<td>2257 (33.2)</td>
<td>1.8 (1.6-1.9)</td>
</tr>
<tr>
<td>Nonwhite race/ethnicity</td>
<td>1366 (20.1)</td>
<td>1.2 (1.1-1.4)</td>
</tr>
<tr>
<td>Functional status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities of daily living score = 28*</td>
<td>1747 (25.7)</td>
<td>2.5 (2.3-2.8)</td>
</tr>
<tr>
<td>Bedfast</td>
<td>523 (7.7)</td>
<td>2.6 (2.3-3.0)</td>
</tr>
<tr>
<td>Diagnosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes mellitus</td>
<td>1113 (16.4)</td>
<td>1.4 (1.2-1.5)</td>
</tr>
<tr>
<td>Congestive heart failure</td>
<td>958 (14.1)</td>
<td>2.1 (1.9-2.3)</td>
</tr>
<tr>
<td>Asthma or emphysema/COPD</td>
<td>520 (7.6)</td>
<td>1.6 (1.4-1.8)</td>
</tr>
<tr>
<td>Cancer</td>
<td>21 (0.3)</td>
<td>1.8 (1.2-2.7)</td>
</tr>
<tr>
<td>Pneumonia or infection</td>
<td>63 (0.9)</td>
<td>1.6 (1.2-2.0)</td>
</tr>
<tr>
<td>Cardiac dysrhythmia</td>
<td>10 (0.1)</td>
<td>2.1 (1.2-3.7)</td>
</tr>
<tr>
<td>Any fracture in the past year</td>
<td>187 (2.7)</td>
<td>1.9 (1.6-2.2)</td>
</tr>
<tr>
<td>Urinary tract infection</td>
<td>70 (1.0)</td>
<td>1.9 (1.5-2.4)</td>
</tr>
<tr>
<td>Septicemia</td>
<td>12 (0.2)</td>
<td>1.9 (1.3-2.9)</td>
</tr>
<tr>
<td>Other health condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edema</td>
<td>33 (0.5)</td>
<td>1.9 (1.4-2.4)</td>
</tr>
<tr>
<td>Hallucinations</td>
<td>130 (1.9)</td>
<td>1.7 (1.4-2.3)</td>
</tr>
<tr>
<td>Aspiration</td>
<td>570 (8.4)</td>
<td>1.7 (1.4-2.2)</td>
</tr>
<tr>
<td>Bowel incontinence</td>
<td>430 (6.3)</td>
<td>1.7 (1.4-2.1)</td>
</tr>
<tr>
<td>Recent weight loss</td>
<td>1974 (29.0)</td>
<td>1.9 (1.7-2.1)</td>
</tr>
<tr>
<td>Dehydration</td>
<td>370 (5.4)</td>
<td>1.7 (1.4-2.0)</td>
</tr>
<tr>
<td>Insufficient fluid intake</td>
<td>742 (10.9)</td>
<td>1.6 (1.4-1.8)</td>
</tr>
<tr>
<td>Fever</td>
<td>533 (7.8)</td>
<td>2.1 (1.8-2.4)</td>
</tr>
<tr>
<td>Pressure ulcers</td>
<td>1159 (17.0)</td>
<td>1.7 (1.5-1.9)</td>
</tr>
<tr>
<td>Shortness of breath</td>
<td>240 (3.5)</td>
<td>3.6 (3.0-4.3)</td>
</tr>
<tr>
<td>Unstable medical conditions</td>
<td>1626 (23.9)</td>
<td>1.9 (1.8-2.1)</td>
</tr>
<tr>
<td>Chewing or swallowing problem</td>
<td>2331 (34.3)</td>
<td>1.8 (1.6-1.9)</td>
</tr>
<tr>
<td>&lt;25% of food eaten at most meals</td>
<td>2458 (36.2)</td>
<td>1.5 (1.4-1.6)</td>
</tr>
<tr>
<td>Not awake most of day</td>
<td>474 (7.0)</td>
<td>2.1 (1.8-2.4)</td>
</tr>
<tr>
<td>Body mass index &lt;21, median†</td>
<td>3404 (50.1)</td>
<td>1.4 (1.3-1.5)</td>
</tr>
<tr>
<td>Oxygen therapy in prior 14 days</td>
<td>565 (8.3)</td>
<td>3.1 (2.7-3.5)</td>
</tr>
</tbody>
</table>

---

*Highlight to draw attention*
Table 2. Characteristics of Residents With Advanced Dementia and Their Associations With 6-Month Mortality in the Derivation Cohort (n = 6799)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>No. (%) of Residents</th>
<th>Unadjusted HR (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age &gt;83 years, median</td>
<td>3075 (45.2)</td>
<td>1.5 (1.4-1.7)</td>
</tr>
<tr>
<td>Male sex</td>
<td>2257 (33.2)</td>
<td>1.8 (1.6-1.9)</td>
</tr>
<tr>
<td>Nonwhite race/ethnicity</td>
<td>1366 (20.1)</td>
<td>1.2 (1.1-1.4)</td>
</tr>
</tbody>
</table>

Adapted from Mitchell et al. JAMA 291;22:2743-2740
How Much on One Slide?

- One Major Point Per Slide
- One Basic Thought Per Line
- 7x7 Rule: No more than 7 lines of 7 words each
- Not Every Word Need Be On Slide
  - “The” can usually be deleted
  - Expand orally on basic written concept
How Many Slides?

- **Rough Rule:**
  
  No More Than 1 Slide Per Minute Of Talk
Laser basics

- Use sparingly – Not a light show!
- Guide audience
- Move pointer to item of interest
  - Keep it there or move completely off screen
  - No circling
Style

- Find your style own but:
- A really good talk is performance art
- Be Enthusiastic
  - If you don’t care why should they?
- Be Case-Based
Animation?

- SOME LIKE IT
- MOST DO NOT
Content

- Teach to the ABIM test
  - Your research is cool
  - That new paper is cool
  - But will it be on board exam?
- Review talk with someone who took test recently
  - Fellows are great for this!
- Humor helps only if it reinforces teaching
Content

- Consider making a second version for book
- Put detail you don’t have time for there
- Put figures that need some pondering there
Spell Check

Spell check is your FRIEND!
Ways to lose interest

- Reading slides
- Monotony
- Wordy slides
- Speaker is bored
- Poor timing
Ways to lose interest

- Instead of: “I know you can't read this but...”

- Try this: “Let me direct your attention to this...”
Know Your Talk

PRACTICE!
Summary

- Keys to success
  - Big
  - Simple
  - Clear
  - Relevant
  - Fun