Polishing Medical Students’ Presentation Skills: a Curriculum
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Background
Presenting information to others is a large part of the medical profession, yet many students struggle with these skills. Responding to a curriculum committee’s statement of need, Himmelfarb librarians developed a curriculum that introduces specific presentation skills over the first eighteen months of the pre-clinical years. The curriculum has been in place for four years.

Description
• Formal curriculum with scaffolded skillsets which require continuing mastery of skills as new skills are added
• Integrated with required course (Clinical Integration Sessions in Practice of Medicine) that mandates regular presentations
• Individualized feedback from embedded small group librarian (22 small groups with 8-9 students per group)
• Five modules over 18 months

Librarian Role
• Introduce presentation curriculum
• Introduce specific evaluation criteria and rationale
• Provide oral and/or written formative feedback on each presentation
• Provide summative feedback and formal grade on final presentation each semester
• Conduct wrap-up session at end of 18 month curriculum

Challenges
• Initially, students often fail to appreciate the need for these skills as they focus solely on medical content
• Homogeneity of grading across multiple sections with different librarian graders
• Maintaining our place as competing educational goals crowd the curriculum

Conclusions
Student benefits
• Focus and practice of specific skills
• Timely feedback
• Increased efficiency in researching and crafting presentations
• Improved presentation skills (noted by clerkship directors on rotations)
• Appreciation for well-organized and delivered presentations

Librarian benefits
• Opportunity to build relationships with students and faculty
• Reinforce availability of relevant professional information sources
• Occasion to teach about plagiarism