Academic Competence Track
ESTS Course on Scientific Medical Communication

13-15 November 2019 | Hamburg, Germany

An application will be made for accreditation to European Accreditation Council for Continuing Medical Education (EACCME®)

Organiser: Hasan Batirel, Istanbul, Turkey
ESTS Director of Education

INFORMATION & REGISTRATION: www.esths.org
DAY 1: 13 NOVEMBER 2019  PART 1: WRITTEN COMMUNICATION

SECTION 1: THEORY
Why should we publish?

Basic principles: good hypothesis, concision and sound methodology

Evidence means more than randomised trials: types of epidemiological studies

Statistics for the rest of us
• P values or confidence intervals?
• Showing association: 2x2 tables
• Predicting events: logistic regression analysis
• Choosing diagnostic tools: ROC curves
• Survival: the basics
• Freeware available on the Internet

The cycle of a manuscript: from submission to publication

Do's and don'ts when writing the Introduction, Methods, Results, and Discussion sections

Referencing: how to use PubMed and not wasting your time

Best evidence reviews: methodology and examples

Choosing the right journal: who cares the impact factor?

My manuscript is rejected: what now?

SECTION 2: PRACTICE
Learning from others: try to find what is wrong in these examples
• Some anonymised real manuscripts are analysed trying to find out the main authors' mistakes and how they could be solved

From clinical practice to improving the evidence
• Transforming real clinical problems in hypothesis and evidences

Stating hypothesis and choosing the right methods
• Topics proposed by delegates
DAY 2: 14 NOVEMBER 2019

PART 2: ORAL COMMUNICATION

SECTION 3: THEORY

Choosing the right meeting

Neither oral nor written: poster

Oral: stating a short and clear message

How to present and keep the audience awake
  • Effective presentations using Power Point: a few rules
  • How to behave on stage
  • Handling the audience’s questions
  • Asking questions from the floor or showing off?

SECTION 4: PRACTICE

Try to find out mistakes in these abstracts and how to improve them

What’s wrong in my presentation?
  • Faculty members are presenting an abstract. Some frequent errors are included in each presentation to be spotted and discussed