Stand Up and Be Heard

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UWE-Learning and Teaching Conference

Aims/Objectives

Main aim: To share an innovative learning and teaching idea related to inclusive curricula that is future facing and enables graduates to be ready and able.

In this symposium we will review:

- Background (personal experience)
- Rationale for workshops
- An overview of approach and content in the Stand Up and Be Heard three-hour workshops
- To introduce colleagues to idea/strategies to support students develop these important transferable skills.

Background: Where am I coming from......... (personal experience)

A person with a stammer/stutter (PWS) (mild/covert) who lectures for a living....public speaking.

Faced many issues/fears of public speaking.

International Stuttering Awareness Day 2012

Social Anxiety Disorder—(DSM-5 Definition)

A. A persistent fear of one or more social or performance situations in which the person is exposed to unfamiliar people or to possible scrutiny by others. The individual fears that he or she will act in a way or show anxiety symptoms that will be negatively evaluated (i.e., will be humiliating or embarrassing; will lead to rejection or offend others).

B. Exposure to the feared situation almost invariably provokes anxiety, which may take the form of a situationally bound or situationally pre-disposed Panic Attack.

C. The person recognizes that this fear is unreasonable or excessive.

D. The feared situations are avoided or else are endured with intense anxiety and distress.

E. The avoidance, anxious anticipation, in the feared social or performance situation(s) interferes significantly with the person's normal routine, occupational (academic) functioning, social activities or relationships, or there is marked distress about having the phobia.

F. The fear, anxiety, avoidance is persistent, lasting 6 or more months.

G. The fear or avoidance not due to physiological effects of a substance or medical condition not better accounted for by another mental disorder.

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Some of our students may have SAD or elements that may need further intensive psychological therapy (CBT, counselling, etc) and academic support.

Rationale for workshops:

- As an experienced teaching academic, seen first-hand that many students have a fear of giving presentations as part of their module assessment, and of public speaking more broadly.

- Undergraduate students today are increasingly tackling tasks demanding public-speaking skills as well as intellectual achievement (Marinho et al, 2017).

- Survey of students at UWE/Plymouth University (n=787) 80% of students reported that presentations/public speaking were associated with frequent social anxiety.
- Barriers to support - grouped under the themes invisibility, stigmatisation and lack of confidence.


- Cross-sectional descriptive and analytic study of undergraduate students (n=1,135), 64% reported a fear of public speaking.
- 89% of students would have liked their undergraduate program to include classes to improve public speaking (Marinho et al, 2017).

Main content and approach taken in workshops

1. Issues/Fears associated with standing up/presenting/public speaking
2. Review strategies/approach that may help.....
3. The benefits of standing up and talking/presenting (Group activities, videos and sharing of ideas/strategies, some evidence based, practically orientated)

1. Issues/Fears with standing up & talking/presenting/public speaking

2. Strategies/Approach (Quick overview)

KEY MESSAGE: KEY Approach
Be authentic/be yourself

Cognitive orientation (Motley & Molloy, 1994)

- Heightens Anxiety
- Reduces Anxiety
3. Benefits

Increase self-confidence!...believing that good communication does not equal perfection.

Liberating and strong sense of achievement and satisfaction.

Benefits of standing up and talking....

Be yourself....

LIFE SKILL!!!

3.Benefits

Benefits of standing up and talking....

Be yourself....

LIFE SKILL!!!

Stand up and be heard

Evaluation

What course are you on?

Was this fear of public speaking workshop useful? (Please circle your answer)

YES/NO

Do you think you can use some of the ideas/approaches in your learning and presentations?

YES/NO

Do you think it would benefit other UWE students?

YES/NO

Should the Wind afternoon workshop be longer?

YES/NO

What ideas/approaches can you take home from this workshop?

Any other comments

Some Student Feedback

“I attended one of your workshops at the end of April and about a week after I had to do a presentation for a 30 credit module. I would just like to let you know that I received 80% for that presentation and I don’t think I would have even gone through with it without your advice! Thank you for your help, I definitely would not have that score without your workshop.”

Email from a Radiotherapy Student - June 2017

Below are a few verbatim comments from the Evaluation form:

“Amazing workshop. The first time I’ve felt hopeful about public speaking after trying many techniques.”

“Really beneficial workshop that I would recommend to anyone with a fear of public speaking.”

“This was really useful and should be more encouraged to other students”

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Thank you for listening

Any Questions?

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