

University of California Davis Health System

***Nursing Grand Rounds***

Presenter's Education Module

# Nursing Grand Rounds (NGR) Presentation Module

<u>Table of Contents</u>	<u>Page</u>
Introduction	3
Objectives & Expectations	3
Section 1 Preparing a program suitable for Continuing Education Credit	4
Section 2 Center for Nursing Education Guidelines and Forms	10
Section 3 How to prepare a PowerPoint Presentation and Practicum	13
Section 4 Practice Session	20
Section 5 Presentation and Evaluation	21

## **Introduction**

Congratulations on the acceptance of your abstract for presentation at Nursing Grand Rounds! This is an exciting time for you.

Nursing Grand Rounds (NGR) is an educational opportunity for University of California Davis Health Systems' nurses of scholarly presentations to promote excellence in Nursing. NGR provides staff nurses a forum to share clinical expertise and the best of nursing practice system-wide. Nurses gain new knowledge, learn new skills and improve current ones in an environment of learning not just for the science of nursing but also the art of nursing.

This education module is designed to prepare novice professional speakers for presenting their work at UCD's Nursing Grand Rounds. The main purpose of this module is to provide you the information you will need to confidently plan, prepare and deliver a polished professional presentation of your work. We anticipate that it will take approximately 12 hours to complete this learning module and it has been approved for \_\_\_\_\_ Continuing Education Units (CEUs).

Computers are available for you to use in the Center for Nursing Research, room 4205 in the Main Hospital (734-7817) and at the Center for Nursing Education in the Broadway Building (734-9790).

### **The objectives**

At the completion of this module you will be able to:

Write measurable goals and objectives specific to your topic.

Develop a teaching plan.

Successfully fill out required BRN forms for providing continuing education for nurses.

Plan and create basic PowerPoint slides for a NGR presentation.

Practice your presentation.

Deliver a successful presentation!

## Section 1

### Preparing a Program Suitable for Continuing Education Credit

The Section 1 module should take approximately 2-3 hours to complete. You will need to have on hand:

- √ information about your project in an electronic format or suitable for scanning
- √ access to a computer with PowerPoint and MS Word
- √ a formatted disc or electronic stick (E-drive storage device) or e-mail for saving a copy when finished
- √ basic working knowledge of MS Word

This section consists of;

- how to write your course objectives
- how to prepare a teaching plan

Resource Person:

After completing this module, if you would like to have some assistance writing objectives and developing a teaching plan contact Marci Hoze, RN, 734-2658, Wini Varnau, CNE Educator 734-9790 or Barbara Rickabaugh, RN, MSN at the Center for Nursing Research – 734-7817.

### Writing Course Objectives

According to the experts.....

**Jones, 1997** – "Clear objectives can help the instructor design lessons that will be easier for the student to comprehend and the teacher to evaluate".

**Lohr, no date** – "A properly written objective tells you what specific knowledge, skill, or attitude is desired and what method of instruction and criteria for learner achievement are required."

#### Rationale

Writing clear course objectives is important because:

- Objectives define what you will have the students/participants do.
- Objectives provide a link between expectations, teaching and learning.

### Questions you need to think about

- What is your audience? New nurses, experienced nurses, students? A mix of different nurses with prior knowledge and experience?
- How does your presentation contribute to your own professional practice?
- How is this material significant to Nursing? How will the information affect the profession of Nursing?

### The A.B.C.D. method

The ABCD method of writing objectives is an excellent starting point for writing objectives (Heinich, et al., 1996). In this system, "A" is for audience, "B" is for behavior, "C" for conditions and "D" (optional) for degree of mastery needed.

1. **Audience** – Who? Who are your learners?
2. **Behavior** – What? What do you expect them to be able to do? This should be an overt, observable behavior, even if the actual behavior is covert or mental in nature. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience really learned it.
3. **Condition** – How? Under what circumstances or context will the learning occur? What will the student be given or already be expected to know to accomplish the learning?
4. **Degree** – How much? How much will be accomplished, how well will the behavior need to be performed, and to what level? Do you want total mastery (100%), do you want them to respond correctly 80% of the time, etc. A common goal is 80% mastery.

### Examples of Well-Written Objectives

Below are some example objectives which include Audience (**A**), Behavior (**B**), Condition (**C**) and Degree of Mastery (**D**).

Note, many objectives actually put the condition first.

Key

Audience (A)- Red  
Behavior (B)- Green  
Condition (C)- Blue  
Degree of Mastery (D)- Gray

Cognitive Objectives (comprehension level)

(C) Given a paragraph in a newspaper article,  
(A) the student  
(B) will be able to accurately identify the grammatical subject of each

sentence and explain his or her decision

(D) for all sentences given.

(C) Given a list of meteorological terms

(A) the student

(B) will be able to accurately explain what each term means in one or two sentences

(D) for all terms given.

**Here are some sample objectives suitable for a Nursing Grand Rounds presentation:**

Objectives:

1. At the completion of this presentation participants will be able to identify barriers and at least two strategies that promote a system-wide nursing model change in an acute care setting, i.e. primary nursing.
2. At the completion of this presentation participants will be able to identify at least 2 patient and nurse outcomes subsequent to the implementation of a practice model change to primary nursing.

**Typical Problems Encountered When Writing Objectives**

<b>Problems</b>	<b>Error Types</b>	<b>Solutions</b>
<b>Too vast/complex</b>	The objective is too broad in scope or is actually more than one objective.	Use the ABCD method to identify each desired behavior or skill in order to break objectives apart.
<b>No behavior to evaluate</b>	No true overt, observable performance listed. Many objectives using verbs like "comprehend" or "understand" may not include behaviors to observe.	Determine what actions a nurse should demonstrate in order for you to know of the material has been learned.
<b>Only topics are listed</b>	Describes instruction, not conditions. That is, the instructor may list the topic but not how he or she expects the nurses to use the information.	Determine how nurses should use the information presented. Should it be memorized? Used as background knowledge? Applied in a later project? What skills will nurses need?
<b>Vague Assignment Outcomes</b>	The objective does not list the correct behavior, condition, and/or degree, or they are missing. Nurses may not sure of how to complete assignments because they are lacking specifics.	Determine parameters for your assignments and specify them for your nurses.

## List of Verbs for Formulating Educational Objectives

### 1. Verbs in the Cognitive Domain (communicate knowledge):

#### **Information**

cite	identify	quote	relate	tabulate
count	indicate	read	repeat	tell
define	list	recite	select	trace
describe	name	recognize	state	update
draw	point	record	summarize	write

#### **Comprehension**

assess	contrast	distinguish	interpolate	report
associate	demonstrate	estimate	interpret	restate
classify	describe	explain	locate	review
compare	differentiate	express	predict	translate
compute	discuss	extrapolate		

#### **Application**

apply	employ	match	relate	sketch
calculate	examine	operate	report	solve
choose	illustrate	order	restate	translate
complete	interpolate	practice	review	treat
demonstrate	interpret	predict	schedule	use
develop	locate	prescribe	select	utilize

#### **Analysis**

analyze	criticize	diagram	infer	question
appraise	debate	differentiate	inspect	separate
contract	deduce	distinguish	inventory	summarize
contrast	detect	experiment	measure	

#### **Synthesis**

arrange	construct	formulate	organize	produce
assemble	create	generalize	plan	propose
collect	design	integrate	prepare	specify
combine	detect	manage	prescribe	validate
compose	document			

#### **Evaluation**

appraise	critique	evaluate	rank	score
assess	decide	grade	rate	select
choose	determine	judge	recommend	test
compare	estimate	measure	revise	

### 2. Verbs in the Psychomotor domain (skills):

demonstrate	hold	massage	pass	visualize
diagnose	integrate	measure	percuss	write
diagram	internalize	operate	project	
empathize	listen	palpate	record	

### 3. Verbs in the Affective Domain (attitudes):

acquire	exemplify	plan	reflect	transfer
consider	modify	realize	revise	

The following verbs are better avoided:

1. appreciate	have faith in	know	learn	understand	believe
---------------	---------------	------	-------	------------	---------

**Write 2- 4 objectives that would be appropriate for your presentation. You will need them to prepare your teaching plan and they will be required when filling out required CNE forms.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Write 6 test questions for nurses to answer after they have viewed your presentation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

#### References

B. S. Bloom (Ed.) (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*; pp. 201-207; Susan Fauer Company, Inc.

Dwyer, F. M. (1991). A paradigm for generating curriculum design oriented research questions in distance education. *Second American Symposium Research in Distance Education*, University Park, PA: Pennsylvania State University.

Heinrich, R., Molenda, M., Russell, J.D., Smaldino, S.E. (1996). *Instructional Media and Technologies for Learning*. Englewood Cliffs, NJ: Merrill.

Huitt, W. (2000). *Bloom et al.'s taxonomy of the cognitive domain*. Retrieved May 14, 2003, from <http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

Kizlik, B. (2003). *How to write effective behavioral objectives*. Boca Raton, FL: Adprima. Retrieved May 14, 2003, from <http://www.adprima.com/objectives.htm>

Lohr, L (no date). *Objectives, sequencing, strategies*. Retrieved May 14, 2003 from [http://www.coe.unco.edu/LindaLohr/home/et502\\_cbt/Unit3/Unit3\\_menu.htm](http://www.coe.unco.edu/LindaLohr/home/et502_cbt/Unit3/Unit3_menu.htm)



SOGC Org (No date). *Writing instructional objectives: The what, why how and when*. Retrieved May 14, 2003, from <http://www.sogc.org/conferences/pdfs/instructionalObj.PDF>

University of Pennsylvania, School of Technology. Retrieved November 27,2007, from [http://tit.its.psu.edu/suggestions/research/Write\\_Objectives.shtml](http://tit.its.psu.edu/suggestions/research/Write_Objectives.shtml)

## Teaching Plan

One of the primary roles that you will perform as a teacher is that of design and implementation of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. These plans vary widely in the style and degree of specificity. Some instructors prefer to construct elaborate detailed and impeccably typed outlines; others rely on the briefest of notes.

Teachers need more than a vague, or even a precise, notion of educational goals and objectives to be able to sequence these objectives or to be proficient in the skills and knowledge of a particular discipline. The effective teacher also needs to develop a plan to provide *direction* toward the attainment of the selected objectives. The more organized a teacher is, the more effective the teaching, and thus the learning, is. Writing daily lesson plans is a large part of being organized.

Here is a sample teaching plan. You will be creating one, which will be very similar when you fill out forms in section 2.

Date	Course No:  (to be determined by CNE)	Continuing Education Units
Title of the Course:		
Subject of Lesson:		
Presenter/Submitted By:		
Goal of the Course:		
Objectives:		
Teaching Strategies, Instructional Aids, Materials, or Tools Needed: (examples: lecture, handouts, hands on demonstration, simulation, video, group discussion, role-playing)		
Content Outline		
References		
Assignment/Notes		

## Section 2

Section 2 consists of learning about the CNE Education Forms and filling out the required application for your presentation. By submitting forms to the CNE on time, nurses are then able to receive CEUs for learning from your presentation.

This module should take approximately 3-4 hours to complete. You will need to have on hand:

- √ information about your project in an electronic format or suitable for scanning
- √ access to a computer with Internet, PowerPoint and MS Word
- √ a formatted disc or electronic stick (E-drive storage device) or e-mail for saving a copy when finished
- √ basic working knowledge of MS Word
- √ your education and work experience so you will be able to fill out a brief bio-sketch on yourself for our records

Once the forms have been completed send them ASAP to [Vini.Varnau@ucdmc.ucdavis.edu](mailto:Vini.Varnau@ucdmc.ucdavis.edu) [Barbara.Rickabaugh@ucdmc.ucdavis.edu](mailto:Barbara.Rickabaugh@ucdmc.ucdavis.edu). They will review them and will send them on to CNE for course approval.

Resource Person:

If you would like to have some assistance filling out the required CNE forms contact Wini Varnau, CNE educator 734-9790 or Barbara Rickabaugh, RN, MSN at the Center for Nursing Research 734-7817.

This learning module is done using the UCD intranet with a computer that has both Internet capabilities and MS word. This section provides the directions and requires filling out the appropriate forms to qualify and obtain continuing education units for your presentation.

Please fill out all CNE continuing education course approval forms (entire application) including the course evaluation form (approximately 4 forms).

### **Computer Instructions**

Starting from the UCD staff webpage:

<http://intranet.ucdmc.ucdavis.edu/ucdhs/index.shtml>)

Select "Educational Resources" <http://www.ucdmc.ucdavis.edu/cne/>

Select "Download Forms" <http://www.ucdmc.ucdavis.edu/cne/forms/>

Select "Download Application"

All forms that appear on the screen are to be filled out and sent to the CNE at least 30 days prior to your presentation.

**Each form should be saved on your computer prior to filling them out.**

Review the forms prior to filling them out to become familiar with the content and what you will need to have on hand in order to complete them. Included in this module are examples of filled out applications for you use as a reference as you fill out your forms.

The WORD forms are fairly easy to use – they are self-explanatory or will come with directions.

Be sure to save yourself a copy of each form when finished and make a back-up copy for yourself.

Once the forms have been completed send them ASAP to

[Winifred.Varnau@ucdmc.ucdavis.edu](mailto:Winifred.Varnau@ucdmc.ucdavis.edu) or

[Barbara.Rickabaugh@ucdmc.ucdavis.edu](mailto:Barbara.Rickabaugh@ucdmc.ucdavis.edu)

They will review them and will send them on to CNE for course approval.

## **Section 3**

### **Presenting with PowerPoint**

PowerPoint serves as a visual learning tool for the audience and is helpful to the speaker as a guide while presenting the material. An outline of the material is placed on PowerPoint slides for an organized presentation.

Section 3 module should take approximately 3-4 hours to complete. You will need to have on hand:

- √ information about your project in an electronic format or suitable for scanning
- √ access to a computer with PowerPoint and MS Word on it
- √ a formatted disc or electronic stick (E-drive storage device) or e-mail for saving yourself a copy when finished
- √ basic working knowledge of MS Word

This module consists of:

- How to plan for creating a PowerPoint presentation
- Example slide arrangement
- Pointers for PowerPoint for a professional presentation
- A PowerPoint tutorial

Objectives:

At the completion of this module the student will be able to create basic PowerPoint slides.

The student will be able to identify appropriate backgrounds, colors and fonts for a professional presentation.

Resource Person:

After completing this module, if you would like to have some assistance making PowerPoint slides please make an appointment with Barbara Rickabaugh, RN, MSN at the Center for Nursing Research – 734-7817. Barbara will be happy to review your slides with you prior to your presentation.

## **Preparation**

### **So let's begin.....off we go to PowerPoint.....**

Hold it! One doesn't just jump right into making slides. There is some organization that needs to be done first:

1. An outline of the material you wish to present is necessary in order to make a PowerPoint presentation. The format is usually follows a logical outline similar to the abstract that you submitted to present at Nursing Grand Rounds. Please take a moment to review your written abstract as this time.
2. Obtain an electronic copy of your abstract because you will want to copy and paste some of your abstract wording onto the slides. For your presentation you should expand your abstract enough to include important details about the main sections of the study or project.

To review an **abstract** is a clear, concise summary of a study or project usually limited to 100-350 words Below are some examples of abstracts, one for presenting research and one for presenting a clinical problem. If you have not placed your information in an abstract format go ahead and do it now.

#### Research Study Headings

Title of Study

Introduction

(statement of the problem and purpose, framework)

Methodology

(design, sample, data collection & analysis)

Results

(major findings)

Conclusions & Recommendations

(implications for nursing)

#### Project or Clinical Issue

Problem

(statement of the problem and purpose, evidence of problem)

Literature Review & Synthesis

(analysis of relevant current literature)

Plan of Action

(modification of practice, education and analysis plan)

Evaluation

(evaluation of results)

## **Slide Arrangement**

With your abstract embellished with important details, you are now able to move into the slide-making mode. Here are some suggestions for slide titles (in order), however, this is not set in stone of course. You might decide to arrange your slides slightly differently and re-title some based upon your presentation's content:

**Title slide:** This slide contains your title, all authors and where you work

**Acknowledgements:** Optional slide – you might want to acknowledge important individuals and organizations that enabled you in a significant way to accomplish the material you are about to present

**Introduction:** This is the slide where you state why you embarked upon this study or project.  
For **quantitative studies or project** - clearly state the problem, give the proof that it is a problem and then state the aims of the study.  
For **qualitative studies** what is the area of interest and why.

**Purpose of the Study:** State why and what the investigator wanted to find out about. Identify what evidence exists that indicates there is a problem that needs to be fixed.

**Significance to Nursing:** This slide engages the audience because you are going to inform them why it is important for nurses to know this information and how it influences their practice and patient care.

**Literature Review:** Identify what has been done on the topic and where the gaps in knowledge are. Cite key authors in your area of interest if possible.

**Theoretical Framework:** Identify the theoretical framework of your study.

**Concepts:** State the major components of the framework and define them as they are used in the study such as grief, anxiety, and stress.

**Study Design:** Identify the type of study this was such as an exploratory descriptive study or a qualitative study using a grounded theory approach.

**Population & Sample:** Identify the population you are studying and

give details about the selection of your sample (inclusion & exclusion criteria).

**Instruments:** Identify the research instruments you used and any devices used to conduct the study. Explain why they were selected. Address reliability and validity of those instruments.

**Methodology:** Explain the process of how the study was conducted, details about the intervention (if any) and how the data was collected.

**Analysis Plan:** Explain the methods of analysis was used to find the results.

**Results:** The findings are presented on this slide. If significant statistical results are found then they should be clearly stated here with associated statistical values.

**Limitations of the Study:** Identify problems and flaws with the study.

**Discussion:** Interpret and state how your results compare to previous research in this area (if any) and how this applies to nursing.

**Conclusion/Summary:** This slide is an opportunity to forecast where we go from here. Does there need to be more research?

### **Pointers for PowerPoint for a Professional Presentation**

**Create an outline.** Making a list of topics you need to address and rank them into primary and secondary importance. A research presentation should essentially follow the outline of the abstract or how you would write an article about the study.

**7 by 7.** A general rule – try to keep it to no more than 7 lines with 7 words per slide. Rare exceptions to this would be quotations, data charts, and graphs.

**Transitions.** Avoid using complicated, entertaining ways to transfer from one slide to the next. Keep it simple and avoid noises - a simple wipe or dissolve will suffice. Also, it's good to make the transitions consistent throughout your entire presentation.

**Colors.** Using color can help convey meanings, make phrases stand out, and influence attitudes. Avoid using white or very light backgrounds – it can be blinding when projected across a large room. Suggest using mid-range backgrounds and avoiding white or yellow text, which can be harsh on the eyes. Microsoft has some predefined color schemes in PowerPoint and they may be a good place to start.



**Bullet points.** The audience shouldn't be reading whole paragraphs on a PowerPoint slide. That would be boring. Large amounts of text on a slide are real No-Nos!

**Charts and diagrams..** Pictures speak 1,000 words. For charts, PowerPoint also comes with ready-made templates that you can customize to your topic. Graphs and charts can also be copied and pasted from a statistical software package to a PowerPoint slide. Be sure this is your own work, or if not, obtain written permission to use the work of another.

**Sound and video.** Audio and visual effects, particularly video, can slow down and even crash the computer during the presentation. Generally, the simpler the presentation, the less chance of crashing. If possible, test-run the presentation on the actual computer you'll be using. Avoid automated graphics and icons – they are distracting and can be irritating to the audience.

**Practice your presentation.** Practice your presentation it as you would a regular speech.

**Double check your grammar and spelling.** Nothing is more of a turnoff to the audience.

**Standardize.**

### **Powerpoint Requirements**

**Media Production Group PPT slide requirements for your video project - please adhere to the following requirements:**

**Fonts size – 24 or above**

**Font colors – do not use red or yellow (gold is ok) or absolute white (bright white)**

**recommended-cream or ivory**

**Font style – do not use the 'times roman' font, or script or gothic types of fonts**

**recommended- arial, veranda, tahoma, rockwell or similar types of fonts**

**Minimum of 1 inch border of space around the slide**

**Bullet point items – no detail sentences (elaborate off of your bullet points)**

**Legal music- if we use your music-we will need releases for all music used – or proof of purchase – for royalty free**

**Legal images-Need a release to use any images (especially from websites)**

**Embedded image size (1024 x 768 (if a full screen image)or smaller)**

**Embedded video must be 'wmv' format (windows media)  
(the video may not play on the projector)**

**If you are creating multiple presentations – please consider uniformity –  
same colors, fonts, etc.**

**Review slides before the event**

**--We cannot be responsible for slide content and/or playback if the  
requirements above are not adhered to and additional cost will be incurred  
if we modify your ppts.**

**Thank you**

Use different fonts for interest and use them consistently.

**References.** References are appropriate when you are discussing the work of others. References go on the same slide as the content.

### **A PowerPoint Tutorial**

Most PowerPoint (PP) software has a built in PowerPoint tutorial. PP 2003's tutorial can be located under "help." You could also click on the link <http://imet.csus.edu/imet1/freeman/ppt.html> that will take you to a PowerPoint Tutorial sponsored by Sacramento State University.

Once completed open PowerPoint and your supporting word documents and begin making slides.

Again, if you would like to have some assistance making PowerPoint slides please make an appointment with Barbara Rickabaugh, RN, MSN at the Center for Nursing Research – 734-7817. Barbara will review your slides with you prior to your presentation.

---

### **Copyright Issues**

**Permission from (Wini is writing this section)**

Please see the copyright and course materials PowerPoint here:  
[http://www.ucdmc.ucdavis.edu/cne/download/grandrounds/Copyright and Course Materials 10-05.ppt](http://www.ucdmc.ucdavis.edu/cne/download/grandrounds/Copyright%20and%20Course%20Materials%2010-05.ppt)

Here is an example letter one could write to an original author or artist:

“I am a nurse preparing an educational presentation on \_\_\_\_\_ . I would like to use your \_\_\_\_\_ in this presentation and am asking for your written permission to use it in my presentation please. The presentation will not be reproduced for sale and I will cite you as the original author of the work in my presentation.

Thank you very much for your kind consideration of this request.”

:References:

Damon Brown – 10 Ways to Make PowerPoint Presentations Powerful  
[http://technology.inc.com/managing/articles/200610/tips\\_powerpoint.html](http://technology.inc.com/managing/articles/200610/tips_powerpoint.html)

## Section 4

### Practice Session

Section 4 should take 2-3 hours to complete. Now it is time to put it all together. You are now ready to try out your presentation in front of a few supportive people who will be able to give you gentle feedback about your presentation. This is a non-threatening practice session to give you the experience and confidence you will want to have while you present.

Arrange a time with Dana Covington or Ann Sievers to practice/test run your presentation with one of them.

You can reach Dana at: [Dana.Covington@ucdmc.ucdavis.edu](mailto:Dana.Covington@ucdmc.ucdavis.edu)  
Dana works as an AN2 in the Emergency Department and as a Nursing Supervisor on the night shift. She has recently started presenting at local, national and international conventions. She has authored several publications and will be an excellent coach for you.

You can reach Ann Sievers at: [ann.sievers@ucdmc.ucdavis.edu](mailto:ann.sievers@ucdmc.ucdavis.edu)  
Ann is a Clinical Nurse Specialist in Ear Nose and Throat. She is an accomplished speaker and has presented all over the world. Ann has published several articles and co-authored several books. She offers a wealth of experience to you and is an excellent coach for new presenters.

You can reach Barbara Rickabaugh at: 734-7817  
[Barbara.Rickabaugh@ucdmc.ucdavis.edu](mailto:Barbara.Rickabaugh@ucdmc.ucdavis.edu) Barbara is the CN-IV in the Center for Nursing Research and has presented at local and international conferences in Europe, Canada and the US. Barbara is always happy to assist you as you prepare for your presentation.

## **Section 5**

### **Evaluation**

Section 5 is your NGR presentation, which should take 1 hour to complete. At the completion of your presentation you will be able to demonstrate mastery of the following objectives:

As a result of completing this presenter's module you are now able to:

Write measurable goals and objectives specific to your topic.

Develop a teaching plan.

Successfully fill out required BRN forms for providing continuing education for nurses.

Plan and create basic PowerPoint slides for a NGR presentation.

Practice your presentation.

Deliver a successful presentation!

You will be asked to fill out an evaluation form to receive the continuing education units you deserve!

Congratulations!