

**New York State College Health Association
2010 ANNUAL MEETING**
Sheraton Syracuse University Hotel & Conference Center | October 20-22, 2010

Call for Programs – NYSCHA 2010

Deadline for Submission: March 5, 2010

The primary presenter is responsible for the timely completion of the Program and Presenter Information Forms and is the main contact person. It is the primary presenter's responsibility to ensure that the information submitted for the program and for all co-presenters is complete and accurate. If you have questions about submitting a proposal, contact Linda Dudman, NYSCHA Conference Planner by e-mail (ldudman@uhs.rochester.edu) or phone (585.273.5770).

A complete program submission includes the following components:

To be completed by the primary presenter: (This information is due by March 5.)

- **Online Call for Programs:** Includes title, type of program, abstract, topic relevance, audience, learning objectives & content information, information about the primary presenter. (See Program Information below.)

To be completed by each co-presenter: (Please submit this information by April 20.)

- **Online Co-Presenter Information (CPI)**

Instructions for Completing Program & Presenter Information Forms

Deadline: The deadline for submitting your online Call for Proposals is **Friday, March 5, 2010.**

Submitting your program proposal: Click on the link to the Call for Programs at <https://aristotle.oneonta.edu/SelectSurvey/TakeSurvey.aspx?SurveyID=I4MK383>

Enter your information into the form. Before you complete the form, we recommend creating your own text document outlining the requested information (see below). You can cut and paste the information from your text document into the online form. Save your text document for your records. We recommend completing your submission in one sitting, if possible. When you complete the Call for Programs form, hit the "Submit" button to send your proposal to the NYSCHA conference planners. Presenters who have been accepted will be notified beginning the last week in March.

PROGRAM INFORMATION

The Program Planning Committee reviews this information carefully as they decide which programs they will choose.

- **Title** – The title of the proposed program should reflect the content of that program. While cute titles may sound clever, they tend to detract from the professionalism of the conference and may make it harder to determine what will be presented.
- **Type of Program** – Most programs are lecture format. If you are planning on having a panel discussion or small group breakouts, please indicate this so we can make sure the room is configured appropriately.
- **Session Length** – Sessions on Wednesday and Thursday are 75 minutes in length. Sessions on Friday are 90 minutes in length. You may want to include a panel of presenters, small group discussions, or group exercises to enhance your program. Always leave adequate time for questions and answers to give participants an opportunity to follow up on key points from your presentation and to help you assess the extent to which your sessions' learning objectives were achieved.

LEARNING OBJECTIVES & CONTENT INFORMATION

- **Writing Learning Objectives** – Learning objectives define the expected outcome for the learner within the classroom environment. A learning objective is very brief and states the purpose of the presentation in terms of enabling the attendee to do something that can be measured.

The learning objective must begin with a verb using a verb from the list of “Verbs to Use,” followed by a short description of the specific task an attendee could expect to perform after participating in the session. Learning objectives *must be measurable* within the time allotted to the classroom setting. A 60-90 minute session should contain no more than 2-3 learning objectives.

Speakers must cover the learning objectives submitted on the Program Information Form. The program content must be presented in the time allotted for the session. It is expected that speaker uses the full amount of time allotted for their session with lecture, discussion, or question and answer time.

Note: *The objectives will appear in the meeting materials EXACTLY as they are entered on this form. Please type carefully, end each objective with a period, use upper and lower case appropriately, and do not abbreviate or use unusual characters.*

- **Preparing Content Information** – For each learning objective, include a list of topics that will be covered to meet the learning objective. When preparing the program content, speakers should ensure that they have addressed all issues of diversity as applicable to their session. See the example in the box.

<h3>Verbs You Can Use</h3> <p>Each learning objective should contain one verb. The verb must be from the following list of verbs:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">Describe</td> <td style="padding: 5px;">Contrast</td> </tr> <tr> <td style="padding: 5px;">Explain</td> <td style="padding: 5px;">Recite</td> </tr> <tr> <td style="padding: 5px;">Identify</td> <td style="padding: 5px;">Define</td> </tr> <tr> <td style="padding: 5px;">Discuss</td> <td style="padding: 5px;">Differentiate</td> </tr> <tr> <td style="padding: 5px;">Compare</td> <td style="padding: 5px;">List</td> </tr> </table>	Describe	Contrast	Explain	Recite	Identify	Define	Discuss	Differentiate	Compare	List	<h3>EXAMPLE: Learning Objective & Content</h3> <p>Title: Sleep Deprivation</p> <p>Learning Objective #1: Define sleep deprivation.</p> <p>Content:</p> <ul style="list-style-type: none"> – degrees of sleep – quantity of sleep – quality of sleep – circadian factors
Describe	Contrast										
Explain	Recite										
Identify	Define										
Discuss	Differentiate										
Compare	List										

ACHA is accredited as a provider of continuing education for physicians, nurses, psychologists, counselors, and certified health education specialists. The national professional organizations that grant this accreditation require that each continuing education offering be evaluated by those in attendance. Each person who attends your session and requests continuing education credit will be asked to rate your presentation as to the extent the learning objective(s) were achieved.

PRESENTER INFORMATION

Presenter information is required for each presenter, co-presenter, panel member, discussion leader, etc. If a speaker is presenting more than once, this information must be submitted for each presentation. This information is required as part of the Continuing Education (CE) review process and allows the CE Committee to determine how relevant the speaker’s experience is to the presentation topic.

Primary Presenter Forms:

- **Primary Presenter Information (PPI)** – The form must indicate how the presenter is qualified to present on the particular topic through education, clinical experience, research, and/or other relevant experience. *This information is critical to CE reviewers. We cannot accept CVs since only the experience that is relevant to the presentation is necessary for this process.*
- **Primary Presenter Conflict of Interest and Commercial Sponsorship (PPI)** – All speakers are required to disclose any and all potential conflict(s) of interest (speakers’ bureau, grant/research

support, major stock shareholder, paid consultant, etc.). All speaker disclosures will be printed in the *Final Program* and read aloud at the beginning of the educational session so that the listeners may form their own judgments about the presentation with a full disclosure of the facts. It shall remain for the audience to determine whether the speaker's outside interests reflect a possible bias in either the exposition or the conclusion presented.

Note: All speakers addressing the off-label use of a drug must disclose this information to the audience during the session. Off-label use of a drug refers to the use of that drug in a manner that has not previously been approved by the FDA.

Co-Presenter Form: Every co-presenter must complete these forms. The primary presenter is responsible for seeing that the forms are submitted.

- **Co-Presenter Information (CPI)** – The form must indicate how the presenter is qualified to present on the particular topic through education, clinical experience, research, and/or other relevant experience. *This information is critical to CE reviewers. We cannot accept CVs* since only the experience that is relevant to the presentation is necessary for this process.
- **Co-Presenter Conflict of Interest and Commercial Sponsorship (CPI)** – All speakers are required to disclose any and all potential conflict(s) of interest (speakers' bureau, grant/research support, major stock shareholder, paid consultant, etc.). All speaker disclosures will be printed in the *Final Program* and read aloud at the beginning of the educational session so that the listeners may form their own judgments about the presentation with a full disclosure of the facts. It shall remain for the audience to determine whether the speaker's outside interests reflect a possible bias in either the exposition or the conclusion presented.

Note: All speakers addressing the off-label use of a drug must disclose this information to the audience during the session. Off-label use of a drug refers to the use of that drug in a manner that has not previously been approved by the FDA.

A FEW NOTES ABOUT CONTINUING EDUCATION (CE) REQUIREMENTS

Speakers must cover the learning objectives submitted on the Program Information Form. The program content must be presented in the time allotted for the session. It is expected that speaker uses the full amount of time allotted for their session with lecture, discussion, or question and answer time. When preparing the program content, speakers should ensure that they have addressed all issues of diversity as applicable to their session.

Marketing and promoting products and/or services is strictly prohibited:

- No speaker may sell, display, or promote products or services in the room where the presentation is being conducted.
- No promotional activities or materials will be permitted in the same room or oblique path as the educational activity.
- No product advertisements will be permitted in the program room or in any material disseminated as part of the program.
- No subsequent promotional activities will refer to ACHA.

Learning Methods: Studies have shown that adults learn by:

- *Solving genuine problems* (i.e., reviewing their own issues and daily encounters)
- *Reflecting via analogy and comparison* (i.e., comparing their own experiences or by comparing their experiences to the experiences of others)
- *Practicing and applying new knowledge and strategies* (i.e., time to practice, interact, and discuss new application/strategy/knowledge)
- *Developing a framework for application* (i.e., creating plans for implementing change).