AAP 2017 Annual Meeting

February 7-11, 2017

San Juan, Puerto Rico

Physiatry.org/AAP2017

Association *of* Academic Physiatrists
MENTOR. DISCOVER. LEAD.

Guidelines and Instructions

For Submission of Educational Proposals

This document details the process for proposal submission, review, and selection of educational programming for the 2017 AAP Annual Meeting. Valuable tips and guidelines to aid proposal development are also included. If you would like to review step by step instructions to submit or need more help developing your session, please read this document.

All proposals must be submitted via the online submission form: www.physiatry.org/AAP2017

SUBMISSION DEADLINE
Proposals must be received by 11:59 pm on Monday – March 21, 2016.

Items You Will Need to Submit a Proposal:

➢ Your name, e-mail, and telephone number

➢ Session Title

➢ Learning Needs/Professional Practice Gaps Addressed

➢ Learning Objectives/Outcomes

➢ Educational Session Description (Maximum 200 words)

➢ Faculty Name(s) and Contact Information (Bios/CVs optional)

Visit the AAP website at www.physiatry.org/AAP2017 to submit your proposal.

Thank you for valuable contribution to the 2017 AAP Annual Meeting!

Submitting Your Proposal

1) **Submit Online –** *It's Easy!*

   - Visit: www.physiatry.org/AAP2017.
   - Follow the onscreen instructions to complete the online proposal form.
   - Please answer all questions on the form completely.

2) **Choose a Topic Area**

   The online submission form will prompt submitters to choose one of these topics:

   - Academic
   - Research
   - Clinical
   - Administrative
   - Signature Courses – Rehabilitation Technology

3) **Provide Educational Session Details**

   The online submission form will prompt you to provide details in each of the following areas. You may wish to prepare your responses for these fields prior to beginning the online proposal submission process.

   - Session Title (Maximum 100 characters including spaces)
   - Learning Needs/Professional Practice Gaps Addressed/How they will be addressed
   - Educational Session Description (Maximum 200 words)
   - Intended Learning Outcomes (Must provide 3)
   - Faculty Name(s) and Contact Information

4) **Complete Your Proposal**

   - Once your proposal submission is complete, you will see a confirmation page.
   - Questions may be emailed to meetings@physiatry.org.
   - Review tips for creating a memorable educational session (following page).

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Creating a Memorable Educational Session

Please consider creating a program that emphasizes one or more of these characteristics of adult learning (optional):

➢ Active learning components (i.e., planned interactions or events that invite the participant to process, apply, interact and share experiences as part of the educational process)
➢ Relevant and contextual information with take away concepts, skills, or best practices
➢ Talking points addressing patient care, medical knowledge, practice-based learning, interpersonal and communication skills for healthcare professionals, and professionalism in academic physiatry.
➢ Teaching strategies involving the audience in problem solving, critical thinking, manipulation of materials, analysis, synthesis and evaluation of the information
➢ Emphasis on the application of knowledge to practice (i.e., case-based learning opportunities, tips for immediate application in the practice setting, etc.)
➢ Alternative learning endeavors –—hands on learning, role playing, etc.

Review Process and Criteria

The AAP Program Committee will review all proposals after the deadline, March 21, 2016. Submission of a proposal does NOT guarantee acceptance.

Proposals will be reviewed using the following criteria:

➢ Inclusion of Best Practice Education characteristics
➢ Clear identification of learning outcomes derived from established needs
➢ Timeliness and broad interest to any/all of the three primary constituent audiences: physiatrists, researchers, and PM&R residents
➢ Value as core or standard knowledge/practice in PM&R medicine
➢ Accuracy of proposed title in representing the content being offered
➢ Match between experience level of the suggested audience (i.e., novice, experienced) and the depth and/or complexity of the content being proposed
➢ As appropriate, the attempt to include diverse faculty as proposed presenters
➢ Demonstration of scientific rigor, objectivity, and freedom of commercial bias for or against any product
➢ Speaking/presentation experience of the proposed faculty

The AAP Program Committee will also consider factors such as timeliness of the subject matter, overlap with other sessions, and overall balance of all Annual Meeting education in making their selections.

Note that the AAP Program Committee reserves the right to suggest modifications to submitted proposals including: Topic focus, faculty composition, and presentation format towards the goal of creating an outstanding educational program that is of highest value to all AAP Annual Meeting participants.

Tips for Developing Content

For Submission of Educational Proposals

The Association of Academic Physiatrists is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education (CME) credits for physicians. The AAP designates the 2017 AAP Annual Meeting for *AMA PRA Category 1 Credit(s)™*. The Association of Academic Physiatrists takes responsibility for the content, quality, and scientific integrity of this CME activity. AAP encourages all participants to review the following information prior to submitting an educational proposal.

Writing Effective Titles

Here are some tips on how you can improve your titles:

1. Make your title powerful and declarative - a bold statement that lets the audience know why they should attend your session.
2. Think about your session as a tangible object - what would you say if you were trying to sell this session? Your title should be formed in the same way.
3. Cater your title to your potential audience. Who is your audience? What would they need to hear to make them want to attend your session?
4. Keep your title simple, clear and direct. Titles that are too long get passed over, at least at first.

Physician Competencies

AAP is committed to helping physiatrists meet their life-long learning requirements. Our CME activities address learning needs across the six physician competency areas adopted by the ACGME and the AAP. These six competencies are essential for all practicing physiatrists, in addition to all residents.

PC   **Patient Care** - A satisfactory level of diagnostic competence and the ability to provide appropriate and effective care in the context of pathology services.

MK   **Medical Knowledge** - Knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge to pathology.

PBL   **Practice - Based Learning and Improvement** - The ability to investigate and evaluate his/her diagnostic and consultative practices, appraise and assimilate scientific evidence, and improve individual care practices.

ICS   **Interpersonal and Communication Skills** - Interpersonal and communication skills that result in effective relationships, information exchange and learning with other health care providers, patients, and patients' families.

PR   **Professionalism** - A commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

SBP   **Systems-Based Practice** - An awareness and responsiveness to the larger context and systems of health care and the ability to call on system resources to provide pathology services that are of optimal value.

<u>Writing Effective Session Descriptions</u>

1. Write for your target audience, their background, and the challenges they encounter.

2. Consider:
    ➢ *Educational format* – Will this session be a traditional didactic lecture, a panel discussion, a point-counterpoint debate, will there be cases for the audience to solve, will there be opportunities for audience interaction using audience response systems, etc?
    ➢ *Educational content* – Include what topics will be covered in this session?
    ➢ *Educational value* – State why meeting participants should attend this session? What will they learn? What will they be able to take away from the session? What are the practical benefits of attending this session in terms of desired changes in the participant's knowledge, competence, or performance on the job?

3. Length - Maximum of 200 words.

4. Verbs - Present tense using active language.

5. Review - For grammar, clarity, and impact.

<u>Tips for Writing Learning Objectives</u>

A learning objective is a statement that describes the knowledge, skills, and/or attitudes that participants will gain from the educational activity. When developing objectives, ask these questions: What should the result of the educational activity be for participants? What should the participant be able to do? What should the participant know?

How to Write a Learning Objective:

For the purpose of AAP CME programs, provide 3-5 learning objectives that:

➢ Are congruent with identified gaps and reflect the AAP CME Mission to improve (at least) knowledge and / or competence.
➢ Lists each objective in <u>measurable terms.</u>
➢ Is consistent of only one action or outcome.
➢ Completes this statement: "Upon completion of this learning activity, participants should be able to…"

Why Develop Learning Objectives?

The AAP is an accredited provider of continuing medical education by the Accreditation Council for Continuing Medical Education (ACCME) and all CME programs are required to have learning objectives to guide the educational activity. Learning objectives:

➢ Help prospective participants determine whether this education activity meets their needs or interests.
➢ Guide learning as participants engage in the educational activity.
➢ Help us gauge the success of the educational activity by asking participants to evaluate how well the learning objectives were met.
➢ Help identify intended results in terms of **knowledge** *(facts and information)* and **competence** *(knowing how to do something)*.

Effective Verbs for Formulating Learning Objectives

The following verbs have been found to be effective in formulating learning objectives. They are arranged progressively by Bloom's Taxonomy and knowledge, competence, and performance.

INFORMATION (knowledge)	COMPREHENSION (knowledge)	APPLICATION (competence)	ANALYSIS (competence)	SYNTHESIS (performance)	EVALUATION (performance)	SKILLS (performance)	ATTITUDE
Cite	Associate	Adapt	Analyze	Arrange	Appraise	Construct	Acquire
Count	Classify	Apply	Appraise	Assemble	Approve	Direct	Exemplify
Define	Compare	Calculate	Break down	Collect	Assess	Execute	Realize
Describe	Compute	Chart	Categorize	Compose	Choose	Implement	Reflect
Draw	Contrast	Complete	Compare	Construct	Conclude	Instruct	
Identify	Describe	Compute	Contrast	Create	Confirm	Integrate	
Indicate	Diagram	Demonstrate	Correlate	Design	Critique	Internalize	
List	Differentiate	Develop	Criticize	Detect	Diagnose	Measure	
Name	Discuss	Employ	Debate	Formulate	Estimate	Manage	
Point	Distinguish	Examine	Defend	Integrate	Evaluate	Perform	
Quote	Estimate	Generalize	Detect	Manage	Generalize	Prepare	
Read	Explain	Illustrate	Diagram	Organize	Grade	Project	
Recite	Express	Interpolate	Differentiate	Plan	Judge	Propagate	
Recognize	Extrapolate	Interpret	Distinguish	Prepare	Justify	Prove	
Record	Interpolate	Locate	Experiment	Prescribe	Measure	Provide	
Relate	Interpret	Modify	Infer	Produce	Prioritize	Visualize	
Repeat	Locate	Operate	Inspect	Propose	Rank		
State	Predict	Order	Inventory	Specify	Rate		
Tabulate	Report	Practice	Question	Synthesize	Select		
Tell	Restate	Predict	Separate		Summarize		
Trace	Review	Prepare	Summarize		Support		
Write	Translate	Produce			Value		
		Relate					
		Report					
		Restate					
		Review					
		Schedule					
		Sketch					
		Solve					
		Translate					
		Use					
		Utilize					

CME Eligibility

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AAP adheres to the ACCME Standards for Commercial Support to ensure the independence of CME activities. Everyone who is in a position to control the content of a CME activity must disclose to AAP all relevant financial relationships with any commercial interest and any conflicts of interest must be resolved prior to the CME activity. The appropriate educational session director, planning/editorial committee chair, or planning/editorial committee members will review information and a determination will be made to manage the conflict with safeguards against any potential bias. This is not intended to prevent participation unless the conflict of interest is determined to be unresolvable. Refusal to disclose means that you relinquish your ability to participate in the CME activity involved.

Circumstances create a conflict of interest when an individual has an opportunity to affect CME content about products or services of a commercial interest with which he/she has a financial relationship. The conflict of interest depends on the situation and not on the character or actions of the individual.

ACCME and AAP define commercial interests as entities producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients (with the exemption of non-profit or government organizations and non-health care related companies). Financial relationships are those relationships in which the individual or his/her spouse or partner benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (excluding diversified mutual funds), or other financial benefit; these are usually associated with roles such as employment, independent contractor (including contracted research), consulting, speaking and teaching, advisory/review panel or board membership, etc. A relevant financial relationship is one that creates a conflict of interest, in any amount, occurring in the 12 months before the individual assumes a role controlling CME content.