

Writing an Effective Session Proposal

Alice Salzman, PT, EdD
Northwestern University

Learning Objectives

At the completion of this session, you will be able to:

- Describe the elements of a session proposal
- List the elements required in order for APTA to obtain continuing education units (CEUs) for a session
- Write an effective session proposal

Required Elements 1

- Session title and description
- Outcome learning objectives
- Content references
- Session outline
- Teaching and assessment methods

Required Elements 2

- Speaker information
- Conflict of interest disclosure
- Content level
- Keywords

Session **Title** and Description



- Clearly captures the session intent
- No more than 80 characters, with spaces
- May be abbreviated onsite during the conference – be sure that the important content is first
- **“Ethics in Academia: Thorns around the Ivory Tower”**



Session Title and **Description**

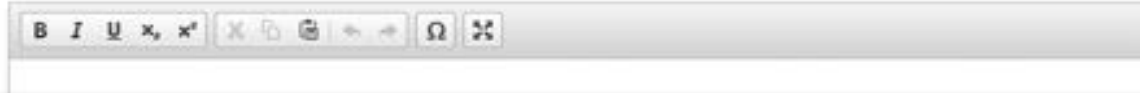
- Build a case for the need for this presentation
- Clearly state the purpose of the session
- Catch the attention of conference attendees
- Clearly describe what will be discussed during the session

Session Title and Description

Step 5: Review & Submit >

DESCRIPTION

0 CHARACTERS



- May include information about the format
 - Through lecture and small group discussions, the speakers will
- Do not include tables or graphics
- Limited to 1500 characters, with spaces; about 200 words

Outcome Learning Objectives

* LEARNING OBJECTIVES (maximum 4, refer to Bloom's Taxonomy link above). Upon completion of this course, you will be able to:



0 CHARACTERS

- “Upon completion of this course, you will be able to”
- Elements of Learning Objectives
 - Behavior: explains what the learners will be able to do, such as describe, compare and contrast, or discuss
 - Audience: given in the prompt
 - Condition: given in the prompt
 - Degree: how well the behavior will be done; can assume to be “correctly” or “appropriately”



Outcome Learning Objectives

- Match the session description
- Give proposal reviewers a clear picture of what attendees will learn in your session
- Match the content level of the session
- Achievable in the time given
- Appropriate for the teaching methods indicated
- Maximum 4 objectives for a 2-hour session

Content References

* REFERENCES Limit to only those materials that ensure that the content is evidence-based; minimum 5 references, no more than 10 years old.



- 5 current references for a 2-hour session
- Less than 10 years old (from date of delivery)
- Along with the session description and learning objectives, the reference list is used by reviewers to determine that the content is timely and supported by current evidence

Session Outline

* Session Outline - **REQUIRED FOR ALL PROPOSAL SUBMISSIONS.** Please list your session outline to your proposal as indicated below. NOTE: Lunch and Breaks should be included.



A screenshot of a rich text editor toolbar. The toolbar contains the following icons from left to right: Bold (B), Italic (I), Underline (U), Subscript (x₂), Superscript (x²), Cut (scissors), Copy (document with plus), Paste (document with plus), Undo (left arrow), Redo (right arrow), Link (Ω), and Refresh (circular arrows).

- Content outline
- Outline of how content will be presented during the session; eg., teaching methods to be used
- For sessions longer than 2 hours, include break and lunch times
- Used to determine appropriate number of CEUs

Differential Diagnosis Content

- Time spent on differential diagnosis content needs to be indicated in minutes
- State CEU requirements



Session Outline Example

- 20 minutes: Welcome and introductions
- 10 minutes: Overview of the day
- 40 minutes: Topic A; lecture
- 40 minutes: Topic A; small group applications
- 30 minutes: Topic A; large group debrief of small group discussions
- 15 minutes: Break



Teaching Methods

- Demo
- Case Study
- Lab
- Lecture
- Panel Discussion
- Question and Answer
- Small Group Discussions

Learning Assessment Methods

- Practical application
- Multiple Choice Q & A (Audience polling)
- Pre and Post Test
- Small Group Discussion

Preconference Courses Learning Assessment

- 25 question and answer multiple-choice post-test for assessing learning
- Questions must correspond to a learning objective
- Required for CEUs



Speaker Information

- Name
- Credentials
- Institution, City, State
- Speaking experience
- Short bio to demonstrate expertise in the topic

Conflict of Interest Disclosure

* MATERIAL GAIN (indicate if potential for conflict of interest, bias, proprietary interest, or indicate if no conflict)



- Speakers asked to indicate if they have the potential of conflict of interest, bias, or proprietary interest related to their presentation
- Explain the potential conflict OR indicate no conflict



Session Level

- Basic
- Intermediate
- Advanced

Session Level - Basic

The content is foundational, a general orientation, or teaches awareness. The course learning outcomes may fall under Benjamin Bloom's "knowledge" and "comprehension" cognitive levels of learning.

Session Level - Intermediate

Intermediate. The content teaches a limited amount of foundational knowledge and skill. The content builds to but does not reach an advanced level. The course learning outcomes may fall under Benjamin Bloom's "application" and "analysis" cognitive levels of learning.

Session Level - Advanced

The content assumes foundational knowledge and skill. The content teaches specialized knowledge and skill. The course learning outcomes may fall under Benjamin Bloom's "synthesis" and "evaluation" cognitive levels of learning.

Keywords

- At least 1 and no more than 3 keywords for the session
- Example:
 - Manual therapy
 - Spine

Summary - Required Elements 1

- Session title and description
- Outcome learning objectives
- Content references
- Conflict of interest disclosure



Summary - Required Elements 2

- Session outline
- Teaching and assessment methods
- Speaker information
- Content level
- Keywords



Good Luck!