

Preventive Medicine 2010

Speaker/Moderators Submission Guidelines

The American College of Preventive Medicine will be printing a final program book for the *Preventive Medicine 2010* meeting. We ask that each presenter please submit an abstract from their presentation and to submit to its moderator 3 to 5 learning objectives to be combined for inclusion in this book to be handed out to all conference attendees.

Abstract Submission:

When submitting your abstract please include:

- Title of presentation
- your name
- title and affiliation
- 200 word abstract.

Format for the abstract:

Title: Session title

Author: Name of the author, degrees, title (if applicable) and institution (only one institution please)

Abstract: Try not to exceed 200 words. Give basic highlights of the presentation. Please use Times New Roman, 10 point font.

Please email abstracts to Haydee Barno, Director, Meetings and Events at hbarno@acpm.org.

Writing Educational Objectives

Moderators are to combine multiple learning objectives received from the speakers selected on its sessions. Moderators must submit combine Educational Objectives to ACPM by no later than November 1st. Please submit learning objectives to Haydee Barno, Director, Meetings and Events at hbarno@acpm.org

Each session should have learning objectives.

Remember that sessions should be competency-based, so the objectives will be specific, measurable and skill-based, rather than focusing only on comprehension, understanding or awareness. Consider what the “take away” lesson will be for the learner - how will this lesson affect his or her practice or skill-set?

The following guidelines will assist you in the development of appropriate learning objectives.

Step 1: Describe the information, skills, behaviors, or perspectives participants in the session will acquire through attendance and participation.

Step 2: Clearly identify the outcomes or actions participants can expect to demonstrate as a result of the educational experiences. Refer to the action word list below.

Step 3: Write the learning objectives that relate to these outcomes and that reflect the content of the session. Objectives describe the behavior of the learner, and:

- are stated clearly;
- define or describe an action
- are measurable, in terms of time, space, amount, and/or frequency.

SAMPLE ACTION WORD LIST

Recognize	Prioritize	Analyze	Create	Discuss
Construct	Articulate	Describe	Apply	Assess
Evaluate	Identify	Develop	Define	List

SAMPLE LEARNING OBJECTIVES

At the conclusion of this session, the participant will be able to

- list five indicators that link a healthy community to healthy economy;
- articulate the procedure for assessing the health status of a patient with Alzheimer’s disease;
- develop a care plan for a family of six supported by an annual income of \$32,000 and caring for a child who has cystic fibrosis.

SAMPLE TEACHING OBJECTIVES

While not required for the program book, thinking through “teaching objectives” will also provide a great deal of assistance to the speakers as they prepare their presentations:

- During this session, faculty will discuss recent research regarding the relationships between healthy communities and the global economy.

- During this session, faculty will provide training in the use of a new software program developed to assess health status of patients experiencing brain dysfunction or neuropsychiatric disorders.
- During this session, faculty will conduct focus groups to identify and develop a community resources directory to assist the public health workforce in providing comprehensive care for needy families.

Please submit the materials no later than November 1st, 2010.

Thank you!