

Section on Pediatrics Speaker Toolkit

This document was designed to provide information for those who present continuing education for the Section on Pediatrics (SOP) through live courses, online courses, webinars, home study programs, and other presentations. In general this information applies to speakers at APTA's NEXT Conference (formerly Annual Conference) and Combined Sections Meeting (CSM) as well, although the online submission of proposals and acceptance is coordinated through APTA in collaboration with the SOP.

Q: How are speakers chosen by the Section on Pediatrics?

For some courses and continuing education formats, the SOP selects the speakers based on expertise in the target area and a proven record of providing effective presentations. The SOP also calls for proposals for some continuing education activities.

CSM: The process is managed by APTA, with section programming selected and managed by the CSM Program Chair(s) and Committee. Procedures for submissions are uniform for all CSM presenters. SOP members review proposals and the CSM Program Chair(s) and Committee plan the overall pediatric content and coordinate other activities.

NEXT (APTA's Annual Conference) pediatric content: The process is managed by APTA, although the SOP may be asked to assist the APTA staff with identifying relevant topics, reviewing proposals, and serving on the program committee.

SOP Courses through APTA's Learning Center: SOP has an agreement with the Learning Center that includes the annual timeline and overall financial agreement for 2015-18. SOP comes up with a ranked list of courses and speakers they wish to present through the Learning Center, based on feedback provided via the member survey.

SOP-sponsored continuing education:

- *Innovations in Pediatric Physical Therapy Course:* Speakers are invited by the IDEA Course Program Committee based on feedback from course participants, member surveys, and experience and knowledge of the speakers.
- *SOP Advanced Clinical Practice (ACP) Course:* Speakers are invited by the ACP Program Committee based on feedback from course participants, member surveys, and experience and knowledge of the speakers.
- *SOP Annual Conference (SoPAC):* Speakers for SoPAC are invited based on recommendations of the Section's Special Interest Groups (SIGs) and the SoPAC Program Committee. There is also call for proposals for additional sessions and speakers, which is sent to SOP members over the summer. Members of the Education Committee and the SoPAC Program Committee review proposals and assist in planning the overall SoPAC event.

Q: What is required in a speaker proposal?

For conferences and other learning activities sponsored by APTA, APTA staff and specific program committees determine the request for proposals, then review and select those to be presented. SOP members often are included in this process. Proposals are submitted online through ScholarOne with specific requirements outlined.

For SoPAC sessions, proposals are submitted using a process that is explained on the SoPAC website (www.sopac.us).

If you have a proposal for another SOP-sponsored continuing education program, contact peditrics@apta.org, so you can be sent a proposal submission form.

Standards for SOP Continuing Education Proposals

1. Responds to an identified need or needs of the Section's membership. Needs are identified through the Education Committee and program chairs for conferences such as SoPAC, IDEA, ACP, CSM, NEXT
2. Reflects the language and content of the <i>Guide to Physical Therapist Practice</i> and the <i>International Classification of Functioning, Disability, and Health</i> .
3. Provides specific outcome objectives written to reflect the appropriate levels of Bloom's Taxonomy for the target participant audience (knowledge, comprehension, application, analysis, synthesis, evaluation). www.bloomstaxonomy.org
4. Specifically states an appropriate targeted level of participants' baseline knowledge (beginner, intermediate, advanced, etc). <ul style="list-style-type: none">• Basic (1) - This level assumes that participants have little information within the areas to be covered so that the focus of the activity is a general orientation and increased awareness.• Intermediate (2) - This level assumes that the participants have a general familiarity with the topic, so it focuses on increased understanding and application.• Advanced (3) - This level assumes thorough familiarity with the topic and focuses on advanced techniques, recent advances, and future directions.• Various (Multiple) (0) - This category indicates that a single level cannot be determined. It is intended for programs in which the instructional level may vary.
5. Explicitly identifies the instructional strategies to be used in the proposed continuing education offering, such as lecture, lab, demonstration, panel discussion, questions & answer, audience participation/networking, blended learning opportunities, follow-up.
6. Includes a planned method to promote the process of the participant's knowledge translation.
7. Includes methods to evaluate a participant's attainment of the specified learning outcomes.
8. Reflects the principles of evidence-based practice and includes a list of scientific references to support the content to be presented.
9. Specifically discloses any potential financial gain on the part of the presenter(s).
10. Speaker meets qualifications as effective presenter with knowledge in subject (evident through attached CV or bio)

Q: How many speakers are recommended or accepted for a conference session?

This depends on the length of the session and the format of the presentation.

- Lecture: generally prefer no more than 2 speakers per session
- Panel: only recommended if purpose is to provide a brief overview from various perspectives: not to exceed 1 speaker per 15-20 minutes
- Networking sessions or roundtable discussions: depending on the size of the audience and the length of the session, 1-2 leaders and 1 facilitator per 1-2 groups or tables
- Lab/Practicums: 1-2 main speakers, 1-2 lab assistants for hands-on practice or patient demonstrations depending on size of audience

Q: How and when will I know if my proposal has been accepted?

The program committee for the specific continuing education program will notify you by letter or e-mail of acceptance or non-acceptance of your proposal. You may be asked for additional information or to make some changes to the proposal. Once your proposal has been accepted, the continuing education program committee will send you a speaker letter to outline the specific payment and reimbursement details.

Q: If selected as a speaker for the SOP, what materials and information must I submit?

The following information is required for SOP speakers:

Biography: A brief biography (one paragraph) is needed for CEU approval and may be included in the conference program materials posted online or printed.

Presentation Materials: Most speakers choose to use PowerPoint (PPT) for their presentations. Video can be embedded in the PPT presentation, accessed online if internet access is available, or accessed via flash drive, CD, etc.

Handouts: Most presenters choose to offer a handout version of their PPT for learners to reference. Please see the end of this Speaker Toolkit for specifics re: PPTs for SOP-sponsored continuing education (details for PPTs for APTA-sponsored continuing education may be different). The handouts may be posted prior to and following the conference for a specified length of time or hard copies may be provided onsite, depending on the size of the course.

Q: Will conference registrants have computer access to the handouts from the website?

Yes. Speakers are encouraged to provide a PDF of the handouts for posting.

Q: Can I use my videos in the presentation but not make it available for posting?

Videos and photos are used to illustrate key concepts. If a link for a video is available, please include. Otherwise video will most likely not be included in the posted handout.

Q: Is citing the information that I include from external sources enough? Do I need to obtain copyright permission since this information is for educational use?

All speakers/authors are required by law to provide the source of information when presenting materials or information or phrases that are not their own. A full attribution of the author(s), title,

publisher, city/state of publisher, date, pages, and URL of the original publication should always be displayed on any presentation or annotated on any document. *This does not require copyright permission unless it is an extensive amount of copy or information.*

The following is a list of speaker responsibilities for granting copyright permission to SOP:

Attribution: Speakers will meet their legal requirements of providing attribution for all materials, quotes, information, photos included in their presentation, as indicated above.

Original Materials: Speakers agree to license copyright permission to SOP for all original materials.

Videos and Photos: Speakers must secure appropriate permissions from the persons videotaped or photographed to allow for use in a presentation. Videos and photos may have the eyes or faces of the individuals blurred or blinded to maintain privacy. Videos and photos should not be provided if they do not meet these parameters.

Graphs and Charts that are not original work: Speakers must reference any graphs or charts that are not original work. If the amount of information is extensive, the information should be summarized with a reference for the participant to access the full information.

If a complaint of copyright infringement is brought to Section leadership, the Section leadership will investigate it. If it is determined that copyright infringement has occurred, the session in question will be cancelled and no honorarium or speaker travel/per diem/complimentary conference registration will be provided.

Q: Does this limit my ability to present or publish information on the same topic?

Absolutely not! APTA and the SOP, as professional organizations, want to further the profession by providing valuable evidence based research to our members, and is not interested in limiting intellectual property. The details of what is allowed are specifically covered in the contract you sign with APTA or the SOP. If you have any questions about terms, please contact APTA's Professional Development Department for Learning Center modules or the SOP Executive Director.

Q: What materials are needed to evaluate the learner's attainment of specified learning outcomes or promote knowledge translation to practice?

The speaker may submit questions for post-conference tests or participant feedback, as well as forms that will show how the learner can apply the new knowledge and skills in practice. The Section on Pediatrics provides post-conference feedback through participant surveys.

Q: What type of financial support does the SOP offer speakers?

The SOP values the contributions of speakers and strives to support them through registration, travel, per diem, and honorarium. Still, it is the SOP's responsibility to be fiscally responsible to its members and balance the expenses of sponsoring continuing education programs with the value and revenue received to offset costs. Specifics may vary depending on the conference, the type of presentation, the number of speakers, and the expertise of the speaker. Details will be outlined in the speaker letter.

Registration fees: SOP typically waives registration fees for speakers at SOP-sponsored courses

Travel and Per Diem: SOP typically covers travel costs (including airfare, mileage at the current IRS rate, parking, taxi, baggage fees, etc) and per diem (lodging and meals), with original receipts, for the day on which speakers are speaking. Travel and per diem costs are capped, as are the number of speakers per session (typically 2).

Honorarium: Generally \$100 per hour of presentation, pro-rated if more than one speaker.

Specific details for travel, per diem, and honorarium will be outlined in the speaker contract and may be negotiated with the course programming chair.

Speakers will be offered the opportunity to donate their honorarium to:

- Foundation for PT Pediatric Fund
- SOP (undesignated)
- SOP Research Fund
- SOP other specific activity, such as the Journal Fund

Any additional questions may be directed to the course program chair, the Section on Pediatrics Education Committee Chair, or the Executive Director.

PowerPoint Guidelines for Effective Presentations (for SOP-sponsored Continuing Education Courses)

1. For the PowerPoint presentation that you use during your presentation, use plain backgrounds and avoid busy graphics. A blue background with yellow print is typically easy to see. A good contrast between background color and color of the print is essential. Avoid red—it often does not project well.
 - a. NOTE: for the handout that you submit to be posted for attendees, there are specific requirements noted in your speaker agreement. These include:
 - i. PDF format
 - ii. White background with black print
 - iii. 3 slides per page
 - iv. No more than 25 pages total
 - v. Include only material for which you have permission
2. Use a sans serif font—which does not have little lines (“serifs”) on the ends of each character. These fonts are cleaner and easier to read. Popular examples are Arial and Helvetica. Make sure to use the same font throughout the presentation.
3. Never go below a font size of 28 on any PowerPoint slide—anything smaller and it cannot be seen from back of room and is too small when handouts are printed. If your font size automatically shifts to a smaller font, then you have too many words on one slide. Better to have more slides with fewer words on each.
4. Tables and graphs—If the font size is <28, it will not be effective as a slide. Consider adding the table or graph as a separate, single page PDF that can be added to the end of your PowerPoint handout PDF. Consider putting the graph in a slide only as a visual for the “big picture” idea and to reference the full-page PDF at the end of your handout packet.
5. Use people-first language in all materials: PowerPoint slides, handouts, and verbal presentation. People-first language means that you refer to a “child with cerebral palsy” vs a “cerebral palsy child.”

6. All citations should be included on the slide on which the material appears. List up to 3 authors and year of publication. If the article has 4 or more authors, list the first author, et al, and publication year. This can be done in parentheses after the relevant bullet point, or in a text box at the bottom of the slide. A slightly smaller font is okay for citations only (ie, size 24).
7. A full AMA-style citation of each source used should be included at the end of the presentation. This can be done with the PowerPoint slides, but will take multiple slides to stay within the minimum 28-font size. If you have a long list of references, consider putting them in a separate PDF document that can be added to the end of the PowerPoint handout.
8. Avoid adding new slides after you have submitted your presentation to the program committee. Attendees are often frustrated when the handout does not match the presentation. If you absolutely must add new slides (ie, a new and relevant study was published after you submitted your handout), then clearly note in the title section of the slide by adding "NEW SLIDE." This will allow attendees to stay focused on what you are saying vs searching for the slide in their handout.