

## **APTA Academy of Pediatric Physical Therapy Speaker Toolkit**

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

### **Q: How are speakers chosen by APTA Pediatrics?**

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

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

### APTA Pediatrics-sponsored continuing education:

- *Innovations in School-based Pediatric Physical Therapy Course:* Speakers are invited by the Innovations Course Program Committee based on feedback from course participants, member surveys, and experience and knowledge of the speakers.
- *Advanced Clinical Practice (ACP) in Pediatrics Course:* Speakers are invited by the ACP Course Program Committee based on feedback from course participants, member surveys, and experience and knowledge of the speakers.

*APTA Academy of Pediatric Physical Therapy Annual Conference:* A call for proposals is posted on March 1st the year of the conference. Educational session proposals are submitted via an online submission portal during a designated timeframe each year. Session proposal submissions are accepted from March 1 – April 15. Speakers may also be invited to submit a session proposal based on recommendations of the APTA Pediatrics Special Interest Groups (SIGs) and the Program Committee. Session proposals go through a blind review process. Members of the Conference Program Committee select sessions based on reviewer feedback, alignment with the call for proposals, and the balance of speakers and topics.

### **Q: What is required in a speaker proposal?**

For CSM, APTA staff works with the APTA Pediatrics CSM Program Committee to review and select those to be presented.

For APTA Pediatrics Annual Conference sessions, proposals are submitted online through the CadmusCD Abstract Scorecard using a process that is explained on the Annual Conference website ([www.pediatricapta.org/annualconference](http://www.pediatricapta.org/annualconference)).

If you have a proposal for another APTA Pediatrics-sponsored continuing education program, contact [info@pediatricapta.org](mailto:info@pediatricapta.org).

#### *Standards for APTA Pediatrics Continuing Education Proposals*

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| 1. Responds to an identified need or needs of the APTA Pediatrics membership. Needs are identified through the Professional Development Committees or Task Forces and program chairs for conferences such as the Annual Conference, Innovations, ACP, and CSM.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 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). <a href="http://www.bloomstaxonomy.org">www.bloomstaxonomy.org</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. Specifically states an appropriate targeted level of participants' baseline knowledge (beginner, intermediate, advanced, etc.). <ul style="list-style-type: none"><li>● Basic - 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.</li><li>● Intermediate - This level assumes that the participants have a general familiarity with the topic, so it focuses on increased understanding and application.</li><li>● Advanced - This level assumes thorough familiarity with the topic and focuses on advanced techniques, recent advances, and future directions.</li><li>● Various (Multiple) - This category indicates that a single level cannot be determined. It is intended for programs in which the instructional level may vary.</li></ul> |
| 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 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?**

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The program committee for the specific continuing education program will notify you by 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 program committee will send or share a link to a speaker agreement that outlines specific payment and reimbursement details.

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

The following information is required for APTA Pediatrics 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. Some virtual presentations will be recorded for on-demand viewing. Recording instructions will be emailed to speakers.

Handouts: Handouts are required for APTA Pediatrics-sponsored conferences. When handouts are not required, 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 APTA Pediatrics-sponsored continuing education (details for PPTs for APTA-sponsored continuing education may be different). The handouts may be posted digitally 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 required to provide an electronic PDF of the handouts for posting to the website.

**Q: What privacy rights do I have for live or recorded presentations?**

The speaker agreement will outline privacy considerations for your presentation. In most cases, you will consent to the photographing of yourself, and the use of these items for advertising and publicity purposes. The term “photograph” encompasses both still photos and motion picture footage.

In addition, you will consent to share your photograph and course materials and verify that such materials are your own original work; that it does not violate any copyright or other proprietary rights of others; that it is to the best of your knowledge factually accurate and contains no libelous matter; and that you grant APTA Pediatrics the right to share these items with course registrants. This assignment of rights will specifically not prevent you from presenting or publishing the same speech or using portions thereof as you choose.

**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. Speakers may only use videos they have permission to use. Do not include videos or photos in the handouts when permission has not been granted to do so.

**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.*

**Copyright Permission**

If your presentation includes content originally developed by someone other than you, copyright permission may need to be obtained. You agree to do one of the following:

- a. Obtain permission from the copyright holder; or
- b. Inform the course planner of the copyrighted content and we will work together to determine if copyright permission is required and to help you obtain it; or
- c. Modify your presentation to conform to copyright law.

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

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 APTA Pediatrics 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 APTA Pediatrics leadership, APTA Pediatrics 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 presenting at an APTA Pediatrics course limit my ability to present or publish information on the same topic?**

Absolutely not! APTA and APTA Pediatrics, 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 speaker agreement you sign with APTA or APTA Pediatrics. If you have any questions about terms, please contact [info@pediatricapta.org](mailto:info@pediatricapta.org).

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

The speaker may be required to 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. APTA Pediatrics provides opportunity for post-conference feedback through participant surveys.

**Q: What are the rules regarding advertising, sales, etc, during presentations?**

No advertising matter, commercial promotion, solicitation, or sales of any type are permitted in any part of the educational program. Program participants must disclose any conflict of interest, and the prospective audience must be made aware of the affiliation/interest through written notice and verbally at the beginning of the presentation. Having an interest in a product, service, course, or company does not necessarily preclude a speaker's participation or affect the status of the speaker. All speakers should exercise particular care since the overall purpose of the Annual Conference is to present high-quality information and therefore any potential or real conflict of interest should be disclosed and the presentation should be independent of any self-interest.

**Q: What are the rules regarding privacy of patients and HIPAA compliance?**

All presentation material must meet the Health Insurance Portability and Accountability Act (HIPAA) guidelines. These guidelines state that patient record and photos used in teaching must be stripped of all "direct identifiers" such as name, address, social security number, patient ID number, identifiable photographic images, etc, unless the presenter has written authorization from the patient to use his/her directly identifiable health information. Presentation materials include, but are not limited to, handouts, visual presentations and reproductions of journal articles.

**Q: What's the role of professionalism in creation of content?**

APTA Pediatrics strives to present the highest quality programs in continuing pediatric therapy education. Course material must be relevant and presented in a professional manner within the allotted time. Sessions must be educational and free from commercial or promotional bias. Because audiences for these programs come from diverse backgrounds, speakers must be sensitive to everyone in the audience. All members of the profession and its allied fields should be made to feel welcome, safe, and comfortable, both psychologically and physically. Speakers should embrace a communication style that is sensitive to differences in gender, ethnicity, age, religion, politics, and disabilities. Any harm claimed by a member of the audience shall be the sole responsibility of the speaker. Consequently, all speakers should review the content of their courses and their delivery styles, use inclusive language, and eliminate all inappropriate and offensive remarks.

**Q: What type of financial support does APTA Pediatrics offer speakers?**

APTA Pediatrics values the contributions of speakers and strives to support them through registration, travel, per diem, and honorarium. Still, it is APTA Pediatrics 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 agreement.

Registration fees: APTA Pediatrics typically waives registration fees for speakers at APTA Pediatrics-sponsored courses.

Travel and Per Diem: If speaking face-to-face, APTA Pediatrics 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 who are reimbursed (typically 2). Special requests may be made for reimbursement of more than 2 speakers per session and will be granted on a case-by-case basis. Further details may be found on the Travel & Expense Reimbursement Form.

Honorarium: Generally \$100 per hour of presentation, pro-rated if more than one speaker (max of 2 speakers).

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

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

- Foundation for Physical Therapy Pediatric Fund
- APTA Pediatrics (undesigned)
- APTA Pediatrics Research Fund
- APTA Pediatrics Wonderfund
- APTA Pediatrics Neonatology Fund

Details on these funds can be found at [www.pediatricapta.org](http://www.pediatricapta.org) under About Us/Donate. Any questions may be directed to the course program chair, the Director of Professional Development, or [info@pediatricapta.org](mailto:info@pediatricapta.org).

### **PowerPoint Guidelines for Effective Presentations (for APTA Pediatrics-sponsored Continuing Education Courses)**

1. For the PowerPoint presentation that you use during your presentation, use plain backgrounds and avoid busy graphics. 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. No more than 3 slides per page
    - iv. Approximately 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 the back of the 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 non-pejorative and inclusive language in all materials (PowerPoint slides, handouts, and verbal presentation). Use people-first language except where an individual you are referring to prefers identity-first language. People-first language means that you refer to a “child with autism” vs an “autistic child.” Identity-first language means that an individual prefers being referred to as autistic instead of having autism.
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 (i.e., 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 (i.e., a new and relevant study was published after you submitted your handout), then clearly note in the title 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.