

NYS ID/DD NURSES ASSOCIATION

How to Submit a Proposal to Speak at Conference

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Completing the Proposal Form

- DATE(S) AVAILABLE TO PRESENT: Monday, September 16, 2019
- PROPOSED LENGTH OF SESSION: 45 minutes *Sessions usually 1hr 15 min*
- REQUIRED HONORARIUM AND EXPENSE REIMBURSEMENT (IF APPLICABLE):
As provided to member presenters; hotel one night; poss. Conference payment, mileage, etc.
- EMAIL: edie.smith@cayuga-cc.edu
- LEARNER ENGAGEMENT STRATEGIES: (examples: lecture, demonstration, case analysis, electronic slides, discussion, dialogue, Q&A, etc.):
Lecture, Electronic Powerpoint slides, discussion, handouts, Q&A.
- CURRENT KNOWLEDGE STATE OF EXPECTED ATTENDEES ON THIS SUBJECT:
None to minimal knowledge or experience of submitting conference proposals
- GAPS IN KNOWLEDGE/SKILL/PRACTICE OF EXPECTED ATTENDEES? None to minimal.

Content Outline
Key to obtaining Continuing Education Units (CEUs)

A. Identifying a session topic

1. Completing a gap analysis.
2. Identifying individual competencies and strengths in topic
3. How to identify a focused goal for session presentation

- What are you passionate about in your nursing practice?
- What skills are considered "expert" by others?
- What are you the "go-to" person for?

B. Choosing your presentation format

1. Electronic Slide guidelines
2. Use of handouts; case studies, questionnaires, informational materials,
3. Internet video clips

- What's your personal style? How are you comfortable presenting? What will attendees need to learn the information?

C. Using Evidence-based practice

Guidelines for current evidence-based research for references

- References should be 5 years or less; from educational websites considered experts on the topic (.org, .edu) There are exceptions; some info specific to ID/DD nursing is older and relevant
- Use peer-reviewed medical and nursing journals
- Use current medical/nursing text books, published texts
- OPWDD, standards of nursing practice.
- Sources you use should provide complete reference lists

References

List APA-style format – can be found online or examples requested.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

- American Nurses Association. (2016). The nursing process. Retrieved from <http://www.nursingworld.org/EssentiallyForYou/WhatIsNursing/ToolsYouNeed/TheNursingProcess.html>
- Bastable, S.B. (2019). Nurse as educator, Principles of teaching and learning for nursing practice (5th ed.). Burlington, MA: Jones & Bartlett Learning.
- Ballang, D. M., & Halstead, J. A. (2016). Teaching in nursing: A guide for faculty (5th ed.). St. Louis, MO: Saunders Elsevier.
- DeVoung, S. (2013). Teaching strategies for nurse educators (3rd ed.). Hoboken, NJ: Pearson Education Inc [VitalSource Bookshelf file]
- Herrman, J.W. (2016). Creative teaching strategies for the nurse educator (2nd ed.). Philadelphia, PA: F.A. Davis Company.
- Iwasiw, C.L., & Goldenberg, D. (2015). Curriculum development in nursing education (3rd ed.). Burlington, MA: Jones & Bartlett Learning.
- Demann, M.H. (Ed.) (2015). Teaching in nursing and role of the educator: The complete guide to best practice in teaching, evaluation, and curriculum development. New York, NY: Springer Publishing Company [VitalSource Bookshelf file]

D. Learning Outcomes

1. Current state
2. Desired/achievable state.
3. Gap to be addressed by the activity: (gap analysis form useful tool)
 - a. Knowledge
 - b. Skills
 - c. Practice
4. Importance of identifying measurable learning outcomes

E. The Outline Proposal Form

1. Review of Learner engagement strategies
2. Review of Outline format
3. Deadlines for submission