

CALL FOR PROPOSALS 2010

The CPTA Program Committee needs your help as we plan for the 2010 Annual Fall Conference. This year's conference is Friday and Saturday, October 1st and 2nd at the Waterbury Holiday Inn. Each year, the conference draws approximately 130 attendees each day and 30 vendors. We continue our trend of highly successful events and we hope to exceed these numbers for 2010.

We are requesting proposals for clinical education presentations (90 minute to full day), and clinical case study or original research presented as a platform or poster. The clinical education presentations occur on either Friday or Saturday. The presentation schedule is at the discretion of the Programming Committee. The presenter will be informed of the date and time in the acceptance letter. Platform and poster presentations will occur on Saturday only.

Comments at recent CPTA events indicate an interest in the following topics: reimbursement, school based PT, pharmacology, prosthetics, geriatrics, and documentation. If you have information to share with your colleagues in any of these topic areas, or in another area of expertise, we encourage you to submit a proposal for the 2010 Fall Conference.

Please read the Request for Proposal (RFP) instructions carefully and fill out the RFP form. Refer to the supplemental material to determine the appropriate target audience for your presentation and to help you develop learning objectives. All proposals must adhere to the use of "people-first" language (eg, "person with low back pain" instead of "low back pain patient"). Information presented should be evidence based and the promotion of products is prohibited. Proposals must meet all submission criteria in order to be considered. Please note that this year we are asking for the addition of a reference list with all submissions for clinical education workshops/sessions.

Members of the CPTA Research Committee will blindly review all applications. Selection will be based on:

- 1) relevance to physical therapy
- 2) scientific basis
- 3) clearly and concisely worded objectives (Form A) or abstract (Form B).

The presenter of the educational session or workshop, if an eligible PT/PTA, must be a current APTA member at the time of submission and presentation.

Submission of proposals should be received electronically. Instructions and forms are available on CPTA's Web site (www.ctpt.org). Proposals must be received by Friday, April 30, 2010. If you have any questions about completing the RFP form or developing learning objectives please contact Kevin Chiu, chiuk@sacredheart.edu.

Please submit your completed application electronically to both Kevin Chui at chiuk@sacredheart.edu and Tamara Paolangeli, CPTA at tamara@leahymg.com. Please provide the best contact information for acceptance letters and other details.

Request for Proposals

Connecticut Physical Therapy Association 2010 Annual Conference – October 1 - 2, 2010

Proposals are requested for the following types of presentations:

Clinical Education Workshop (3 hour) or Session (90 minute)

Clinical Case Study (poster or platform)

Original Research (poster or platform)

Clinical Education Workshop (half day sessions-3 hours): These sessions will allow for comprehensive inquiry into content or skills in a well-defined content area or practice setting in physical therapy. Multiple opportunities for learning should be employed (laboratory/hands-on, demonstration, questions/answer periods, discussion/debate, and/or panel discussions). Workshops reflecting the structure, language, and content of the Guide to Physical Therapist Practice are encouraged. Please fill out Proposal Form A (title, course description, learning objectives, and key references). Terminology should be consistent with Bloom's taxonomy (refer to RFP supplemental materials).

Clinical Education Session (90 session): These sessions will be based upon formal knowledge or skills in a well-defined content area or practice setting in physical therapy. Opportunities for learning via active, clinical problem-solving are encouraged and may be in the form of demonstration, questions/answer periods, discussion/debate, or panel discussions. When possible, presentations should be evidenced-based, utilizing either direct or related evidence. If such evidence does not currently exist, please provide suggestions for clinical research in this area. Please fill out Proposal Form A (title, course description, learning objectives, and key references). Terminology should be consistent with Bloom's taxonomy (refer to RFP supplemental materials).

Clinical Case Studies (Poster/ platform): The platform sessions (15 minutes) will provide an opportunity for clinicians to formally present the examination, assessment, evaluation, intervention strategies and outcomes of an episode of care. Case studies providing either a new perspective on a common clinical scenario or insight into less common conditions are encouraged. If possible, these will be grouped so as to allow for moderated discussion following platform presentations. Poster sessions will provide the clinician with an informal opportunity for professional dialogue. Please fill out Proposal Form B. The abstract should be single-spaced and consisting of no more than 400 words. The title shall be left justified and in *italics*. Abstract must include, in order: 1) patient, 2) examination, 3) PT diagnosis/prognosis, 4) intervention, 5) outcomes, 6) discussion, 7) conclusions. Section headings, such as **Patient, Examination, PT Diagnosis/Prognosis, Intervention**, etc, shall appear in **bold italic** print. Section headings may be within a line of text, or they may start a new line.

Original Research (Poster/ platform): The platform sessions (15 minutes) will provide an opportunity for researchers to formally present the results of work that is either in progress, or completed. Poster sessions will provide the clinician/researcher with an informal opportunity for professional dialogue and feedback. Please fill out Proposal Form B. The abstract should be single-spaced and consisting of no more than 400 words. The title shall be left justified and in *italics*. Abstract must include, in order: 1) purpose or hypothesis of the study, 2) number and kind of subjects, 3) materials and methods, 4) type(s) of data analysis used, 5) summary data, 6) numerical results of statistical test(s) where appropriate, 7) conclusion, 8) clinical relevance. Section headings, such as **Purpose, Methods, Data**, etc, shall appear in **bold italic** print. Section headings may be within a line of text, or they may start a new line.

Deadline for completed form: 4/30/10

RFP Supplemental Material

Please use the attached criteria when selecting your target audience and writing your learning objectives when completing your proposal.

Target Audience

The following guidelines should be used to determine the instructional level of the program:
(based on APTA Guidelines for evaluating continuing education programs)

Basic (1)- This level assumes that participants have little information within the topic area to be covered so that the focus of the program is a general orientation and increased awareness. It is an introduction to content and description of fundamental concepts.

Intermediate (2)- This level assumes that the participants have a general familiarity with the topic so that the presentation focuses on increasing understanding, application, analysis, and differentiation.

Advanced (3)- This level assumes a thorough familiarity with the topic and focuses on advanced techniques, recent advances, and future directions.

Multiple Level (0)- A single level cannot be determined. This should be used for programs in which the instructional level may vary.

Learning Objectives

The learning objectives should identify the key knowledge and/or skills that each participant is expected to learn from your presentation and should address the level at which you expect the participant to learn.

Objectives should be listed following a sentence such as: "By the end of this program participants will be able to..." An active verb should start the sentence to indicate the level of learning expected.

Examples of learning objectives using terminology consistent with Bloom's Taxonomy

By the end of this program participants will be able to:

Knowledge:

Participants will list the muscles that cross the glenohumeral joint.

Participants will identify the components of a knee-ankle-foot orthosis.

Comprehension:

The student will explain the different McKenzie syndromes.

Participants will describe how ultrasound produces deep tissue heating.

Application:

The participant will apply the principles of selective tissue tension to determine which rotator cuff muscle is producing the patient's symptoms.

The student will be able to effectively apply an iontophoresis treatment.

Analysis:

The student will differentiate between tendonitis and bursitis.

The participant will be able to distinguish between slough and granulation tissue in an open wound.

Synthesis:

The therapist will be able to design a treatment plan that demonstrates an understanding of the difference between nociceptive, central, and autonomic pain mechanisms.

The participant will be able to create a new procedure to communicate outcome data to insurance companies, doctors, and the hospital administrator.

Evaluation:

The participant will select the most appropriate balance test based on subjective history and observation of gait from the waiting room.

The committee will rank all proposals according to perceived benefit to participants and the quality of the objectives written.