

AMERICAN COLLEGE OF OCCUPATIONAL AND ENVIRONMENTAL MEDICINE

SESSION PROPOSAL SUBMISSION FORM

1. **SUBMITTER:** _____
Phone: _____ E-mail: _____

2. **PROPOSED SESSION TITLE** _____

3. **TYPE & LENGTH**

Length of Session 1½ hour 3 hour 6 hour
Meal sessions (1 hours) breakfast (7 am) lunch (12 pm) no preference
Worksite Visit (3 hours) morning afternoon
Morning tours depart at 8:30 am and attendees should return by 12 Noon; afternoon tours depart at 1:30 pm and return by 5:00 pm.

Type of Session (See descriptions on page 3 of this document):
 Panel Lecture Debate Role Play Worksite Visit
 Workshop Case Study Paper Presentation Lab

4. **LEARNER-CENTERED, BEHAVIORAL EDUCATIONAL OBJECTIVES:**
The educational objectives should be stated to reflect the anticipated abilities of the learner as a result of the educational activity. Do not state the teaching plan. Use up to six (6) bullet points.

Objectives should complete the following statement.
“Upon completion of this educational activity, the learner should be able to:”
• _____
• _____
• _____
• _____
• _____
• _____

5. **PROGRAM DESCRIPTION** Please include a **brief** description (**no more than 100 words**) of your proposed activity in the box below. The paragraph should describe to the prospective attendee what they will learn. If accepted, *this paragraph will be used in promotional materials.*

ACOEM reserves the right to edit this description for space limitations.

6. SPEAKER INFORMATION

Name (as it should appear in publication) _____

Responsibility: ACOEM Member ACOEM Non-member
 Course Director/Moderator Speaker (Responsibilities for each are listed on page 4.)

Professional Title: _____

Company: _____

Street Address: _____

City, State, Zip: _____

Telephone: _____ Fax: _____

E-mail: _____

(ACOEM communicates most quickly with faculty members via e-mail, including a bi-monthly newsletter listing upcoming deadlines and important conference information. Faculty members are strongly encouraged to provide their e-mail addresses.)

Does this non-member have any honoraria/travel reimbursement requests?

No Yes

~~~~~  
Name (as it should appear in publication) \_\_\_\_\_

Responsibility:  ACOEM Member  ACOEM Non-member  
 Course Director/Moderator  Speaker (Responsibilities for each are listed on page 4.)

Professional Title: \_\_\_\_\_

Company: \_\_\_\_\_

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Does this non-member have any honoraria/travel reimbursement requests?

No Yes

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**FOR ADDITIONAL SPEAKERS, REPEAT THIS PAGE AS NECESSARY**

**COURSE DIRECTOR/MODERATOR AND SPEAKER RESPONSIBILITIES**

*Course Directors /Moderators* are required to:

- be the group leader in communications to ACOEM;
- define the topic, purpose of the session, & description of the educational activity;
- develop an educational activity free of commercial bias;
- disclose any commercial interests;
- select the faculty and facilitate planning meetings;
- coordinate session presentations;
- communicate regularly with the faculty; and
- supply all pertinent information to ACOEM staff in a timely manner.

*A course director/moderator may also offer a presentation.*

*Speakers* are required to:

- prepare individual learning objectives for their particular presentation;
- prepare a syllabus that includes a copy of their slides/electronic presentation and a bibliography for inclusion in a published syllabus for all attendees;
- communicate regularly with the moderator;
- offer a presentation free of commercial bias;
- disclose any commercial interests; and
- supply all pertinent information to ACOEM staff in a timely manner.

**SESSION FORMATS:**

The artful blend of topic, performance standards, level of difficulty and attendee activities is the vehicle that delivers industry news, medical developments, and the practice expectations to attendees through activities inviting critical reflection. It is the format that allows education to occur.

Designating the format sets participants' expectations regarding the nature of the learning experience. A well-chosen and well planned format goes a long way towards establishing quality learning experiences. Similarly, formats poorly facilitated, lacking in relevant content, or devoid of significant attendee activity will hamper learning. Adult learning methods are best applied when learners can actively participate in the learning. Everyone learns differently. Some are visual learners; some are auditory, while others are kinesthetic. Be creative in planning your presentation. Try to vary the style and engage the learner.

Here some possible formats to help you in planning your presentation/program. ACOEM staff is happy to assist.

**Panel Discussion:** experts presenting specific topics with limited audience participation. Panels are best when 3-4 panelists present their remarks and keep to their appointed time frame. The moderator's task is to coordinate the panel for logical, coherent presentations. Q-and-A is usually limited to the end of the session.

**Lecture:** a formal presentation on a subject given before an audience. Lectures are usually conducted by 1 or 2 experts. Lecturers should actively invite questions and discussions from attendees.

**Debate:** two individuals or teams taking opposing sides of a clearly specified issue. Attendees observe unless other strategies are used for involvement such as consensus taking or voting. Debates work well when controversial issues are discussed.

**Role Playing:** an interactive format that uses dramatization to explain human behavior or problems in a non-threatening way.

**Worksite Visit:** format provides participants with exposure to off-site facilities and programs and the ability to see and ask questions pertinent to the learning objectives.

**Workshop:** an opportunity for a more informal and detailed discussion of a topic and is structured for small groups. Workshop attendees should have some prior knowledge of the subject matter. This format can be done with large groups by breaking off into discussion tables or smaller groups.

**Case Study:** an oral or written account of an event, incident, or situation used to develop critical thinking skills and to attain new perceptions of concepts and issues or to assist in the diagnosis of illnesses and disease.

**Paper Presentation:** a formal presentation and discussion of a scholarly paper.

**Lab:** a combination of workshop (small group), case study and lecture that is generally a "hands on" experience.