### Guidelines for Submission of Educational Materials

Submissions include an *Educational Design Form, Biographical Data Form/Disclosure Statement*. The *Educational Design Form* must meet ANCC standards. It is composed of:

1. Behavioral objectives.
   a. The time frames utilized to deliver the content associated with each behavioral objective must be delineated.

2. Content outline that does not repeat or summarize the behavioral objectives.
   a. A content outline reflects content that supports the behavioral objective.
   b. The methods of content delivery must also be described.

All submissions must meet the deadlines indicated in ________. The *Educational Design Form* contains the Disclosure Statement, and must be submitted by the following date ____________.

Submissions that do not meet ANCC guidelines may delay or compromise program planning or interfere with contact hour provider approval.

### How to write Behavioral Objectives

1. An instructional objective states what the student will demonstrate at the end of instruction.
   a. Each objective is singular, focusing on one specific goal that you want the students to attain.
   b. It is a clear and unambiguous description of the educational expectations.

2. Behavioral objectives need to meet ANCC requirements.

3. The outcome competencies state what the student will be able to do after instruction.
   a. These performance statements need to be **specific, observable, and measurable behaviors**.
   b. Examples would include phrases such as: “to be able to list, …to describe, …to categorize, …to define, …describe, …explain, …discuss,…compare,…contrast…”
   c. Phrases such as “…to know…, …to demonstrate an understanding of…,” and “…to learn…” are **not** measurable or observable, and should not be used to describe outcome competencies.
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4. It is important to remember that instructional objectives can be written to encompass the cognitive, affective, and psychomotor domains. The teacher should also consider writing objectives that include the different levels of thinking stated in Bloom’s Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) to stimulate higher level thought processes.

How to write a Content Outline

1. In addition to learning objectives, presenters must list each topic area to be covered and provide a description of the content (three or four examples) to be presented in sufficient detail to determine consistency with the objectives and appropriate amount of time allotted. 
   
   **Note: It must be more than a restatement of the objective.**

2. Content must:
   a. Relate to and be congruent/consistent with the learner objectives.
   b. Correspond with the stated purpose of the activity.
   c. List each topic area to be covered and provide a description (three or four examples) of the content to be presented in sufficient detail to determine the consistency with the objectives and appropriate amount of time allotted. (See the example below).
   d. Identify its abbreviations, acronyms or initials, at least once, to facilitate the peer review.

3. Please review the example below as a guide for completing the educational design form
<table>
<thead>
<tr>
<th>OBJECTIVES (E)</th>
<th>CONTENT (Topics) (F)</th>
<th>TIME FRAME (F)</th>
<th>PRESENTER (G)</th>
<th>METHODS (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List learner’s objectives in behavioral terms</td>
<td>Provide an outline of the content for each objective. It must be more than a restatement of the objective.</td>
<td>State the time frame for each objective</td>
<td>List the Faculty for each objective.</td>
<td>Describe the teaching methods, strategies, materials &amp; resources for each objective.</td>
</tr>
<tr>
<td>Describe traumatic asphyxia</td>
<td>Cervico-facial cyanosis, subconjunctival hemorrhage, and petechiae following thoracic abdominal compression</td>
<td>15 min</td>
<td></td>
<td>Lecture/slide presentation</td>
</tr>
<tr>
<td>Describe primary survey, including adjuncts in pediatric trauma patients</td>
<td>Airway with C-spine immobilization Breathing (oxygenation &amp; ventilation) Circulation Disability Exposure</td>
<td>15 min</td>
<td></td>
<td>Lecture/slide presentation</td>
</tr>
<tr>
<td>State long-term follow up needs in this patient</td>
<td>Post splenectomy education Follow up with PCP or who the community uses for medical care Prophylactic antibiotics Follow up in pediatric surgery clinic in 4-6 weeks post discharge if family is able to get back to hospital Due to special cultural circumstances will have to work closely with community provider of medical care to ensure that he/she is fully aware of what the follow up needs are post-splenectomy. Will also need to provide contact information so provider can readily notify pediatric surgery for any questions or concerns</td>
<td>30 min</td>
<td></td>
<td>Lecture/slide presentation</td>
</tr>
</tbody>
</table>
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Disclosure statements:

All disclosure statements must be submitted prior to acceptance of abstracts. Any commercial affiliations may be in conflict with ANCC guidelines for contact hour approval. All disclosure forms must be completed, signed, and submitted along with educational design forms. Electronic signatures are preferable and may be applied by completing the online form. You must type in your name and date and check the box that indicates that “this is an electronic signature”. If you have software that creates a PDF file and your computer is set up for electronic signature, you may save and send a signed disclosure form electronically as well. You may also sign the form, scan it and send it electronically.

Slide presentations/handout materials

Overwhelming feedback from attendees at previous conferences indicate that handout materials are expected. Our syllabus is in a paperless format. Therefore, your PowerPoint presentations, Poster Presentations, and Abstracts, will be made available, for a limited time, to our membership in PDF format (note pages) for members’ electronic access. Presentation materials cannot be greater than 5 MBs, for posting to our website; however, for the live presentation these limits do not necessarily apply. Presenters that do not wish to have slide content for posting on the APSNA website, are encouraged to provide other type of handout materials to be made available to our membership for electronic access. Please abide by copyright guidelines when using images, graphics, video, and written material. Copyrighted material should be credited to their owners/sources.

Please Plan Ahead

Our programs are carefully planned with as many as 50 presenters. We ask that all speakers be cognizant of their allotted time frames. Many speakers take the opportunity to time their presentations ahead of time. Some use the number of slides for a given time frame: Example no more than one slide per minute of content.

On Site Support

Our program committee will make every effort to ensure that your audio-visual needs have been met. Audio-visual aids to enhance your presentation will be set up and in good working order prior to the presentation. All speakers are encouraged to assess the location ahead of time to ensure seating arrangements for audience, white board/ black board, lighting, location of projection screen, and sound system, etc. are suitable for your presentation. Please come to the registration desk to address any of your needs. All speakers are encouraged to check in with us prior to your presentation.

BLOOM’S TAXONOMY

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

COGNITIVE

1. Knowledge (Competence). Skill demonstrated: observation and recall of information, such as:
   - knowledge of dates, events, places
   - knowledge of major ideas
   - mastery of subject matter
   **Question Cues:**
   list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

2. Comprehension (Competence). Skill demonstrated: understanding information grasp meaning, such as:
   - translate knowledge into new context
   - interpret facts, compare, contrast
   - order, group, infer causes
   - predict consequences
   **Question Cues:**
   summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

3. Application (Competence). Skill demonstrated: use information, such as:
   - use methods, concepts, theories in new situations
   - solve problems using required skills or knowledge
   **Questions Cues:**
   apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

4. Analysis (Competence). Skill demonstrated: seeing patterns, such as:
   - organization of parts
   - recognition of hidden meanings
   - identification of components
   **Question Cues:**
   analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
5. Synthesis (Competence). Skill demonstrated: use old ideas to create new ones, generalize from given facts, such as:
   - relate knowledge from several areas
   - predict, draw conclusions

   **Question Cues:**
   combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

6. Evaluation (Competence). Skill demonstrated: compare and discriminate between ideas/assess value of theories, presentations, such as:
   - make choices based on reasoned argument
   - verify value of evidence
   - recognize subjectivity

   **Question Cues**
   assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

**AFFECTIVE**

1. **Receiving Phenomena**: Awareness, willingness to hear, selected attention. (Competence).
   
   Skill demonstrated: **Examples**: Listen to others with respect. Listen for and remember the name of newly introduced people.

   **Key Words**: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.

2. **Responding to Phenomena**: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation). (Competence).
   
   Skill demonstrated: **Examples**: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.

   **Key Words**: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.

3. **Valuing**: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable. (Competence).
BLOOM’S TAXONOMY

Skill demonstrated: **Examples**: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.

**Key Words**: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

4. **Organization**: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values. (Competence).

Skill demonstrated: **Examples**: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.

**Key Words**: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

5. **Internalizing values** (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional). (Competence).


**Key Words**: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

PSYCHOMOTOR

1. **Perception**: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation. (Competence).

Skill demonstrated: **Examples**: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.
BLOOM’S TAXONOMY

**Key Words:** chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.

2. **Set:** Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets). (Competence).

   Skill demonstrated: **Examples:** Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.

   **Key Words:** begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.

3. **Guided Response:** The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing. Competence)

   Skills demonstrated: **Examples:** Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.

   **Key Words:** copies, traces, follows, react, reproduce, responds.

4. **Mechanism:** This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency. (Competence).

   Skill demonstrated: **Examples:** Use a personal computer. Repair a leaking faucet. Drive a car.

   **Key Words:** assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

5. **Complex Overt Response:** The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce. (Competence).

   Skill demonstrated: **Examples:** Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.

   **Key Words:** assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have
6. **Adaptation**: Skills are well developed and the individual can modify movement patterns to fit special requirements. (Competence).

   Skill demonstrated: *Examples*: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).

   **Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies.

7. **Origination**: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. (Competence).


   **Key Words**: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.