Call for Abstracts: Didactic Presentation Example

Please note the following:

* All conference registration, travel, and hotel costs are paid by the speaker(s). Registration is a requirement to present oral presentations or posters at the conference. I/we have reviewed and agree to this stipulation.

* The abstract title, speaker information (including credentials) and abstract descriptions will appear in all conference materials exactly as submitted. No title changes can be made once the abstract has been submitted. Submitters are asked to determine the final title, proofread the application for typographical errors and verify the accuracy of the speaker listings and abstract title and content before the abstract is submitted. I/we have reviewed and agree to this stipulation.

* The primary presenter contact will be responsible for meeting all deadlines and requirements regarding the abstract. Failure to meet deadlines and requirements will result in the withdrawal of CEs for the session. This contact is responsible for notifying conference management of any changes, additions or corrections in author, co-author or panelist names, paper titles or availability to present the submitted paper at the appointed date and time. The primary presenter and/or the submitting author AGREES TO and MUST attend the Symposium to present the abstract if accepted, or coordinate that another colleague present the materials. Unless otherwise noted on the abstract, the primary presenter will be considered the only contact. I/we have reviewed and agree to this stipulation.

Primary Presenter and Co-Presenter Information: Please keep information blinded as it will be seen in the abstract during the review process. If "unblinded" identifying information is placed within this section or the body of your abstract, ITNS will reject the abstract without any further review. Do not include any identifying factors such as authors, hospital affiliations, locations, name, titles, etc.

Provide at least 50 words and no more than 400 as a brief narrative detailing the presenter/author and co-presenter/co-author's past experience, current involvement with the presentation and experience giving presentations. This information helps the reviewers evaluate applicants' qualifications to serve as faculty for this presentation.
Click here for examples of *blinded* vs. *unblinded*.

Enter Blinded Primary Presenter and Co-Author information here:

* What topic area would your abstract fit into?  
  [ - please select - ]  
  Paper/podium presentation
  Poster

* Preferred Presentation Format:  
  [ ] Paper/podium presentation
  [ ] Poster

* Please indicate whether you've presented to an audience:  
  [ ] Yes
  [ ] No

What audience level is this abstract intended for? (Please select one).
- Beginner (New to the field or topic or to the care of acute and critically ill patients)
- Intermediate (definition: Has worked in the field and is proficient in skills, research and practice pertaining to care of acute and critically ill patients)
- Expert (Has special knowledge or ability and performs skills that exceed a proficient nurse at intermediate level)
- Advanced (Has acquired advanced preparation for expanded clinical practice with minimum of a master's degree. Clinical nurse specialists, nurse practitioners, nurse anesthetists and nurse midwives are considered advanced practice nurses)

Intended audience level:
  [ ] Beginner
  [ ] Intermediate
  [ ] Expert
  [ ] Advanced

* To which category is this abstract being submitted?  
  [ ] Case Study
  [ ] Clinical Process Improvement
Title:
(please make sure this reads in Title Case - Example "The Sky is Blue").

Purpose/Goal of Session:
Write as an outcome statement, e.g., "The purpose of this activity is to enable the learner to..."

**Educational Design**
Please document the educational design for your session. In the first section, please identify the gaps in knowledge, skills, practice, or other areas that this abstract will address and solve.

**Identified Gaps:** The identified gap is the current gap that you will be addressing in your presentation. *Example:* Based on attendees’ feedback, there is a knowledge gap in living donor pancreas transplants and metabolic syndrome in transplant patients.

**Description of desired/achievable state:**
The description of desired/achievable state is what the learner will gain by attending your session. *Example:* Following this educational activity, the learner will be able to describe living donor pancreas transplants and identify metabolic syndrome in transplant patients.

**Gap to be addressed by this activity:** Knowledge
Didactic Presentation, i.e., Professional Development / Management:
This oral presentation includes an in-depth discussion of a clinical issue, an effective management strategy, a transplant- or disease-specific topic, and/or an educational strategy. The content must be able to be presented in a 30-minute session (25-minute presentation and 5 minutes for questions).

Audience: 

Level of information presented:
(beginning practitioner, intermediate practitioner, or advanced practitioner):

Bibliography:
Please include a minimum of two and a maximum of five references -- dated within the past five years -- that were used in preparing this abstract. To distinguish how many references have been included please number references and put them in alphabetical order.

Example:

If you cite older references, please explain why. (For assistance with APA style, please see attached example from the APA website or visit http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx, start the tutorial, click on Resource Center, and click on references.)
Content:
In this section, please list at least three learning objectives associated with your abstract, as well as the content outlines, anticipated time frames, and teaching methods that are required to cover the topic. IMPORTANT: Please do not include title, authors, or references in the text you enter below since this needs to remain blinded from reviewers.

Click here for Examples of Objectives, Content Outlines, and Teaching /Learning Strategies

Objective One:

Content Outline:

Time Frame:

Teaching/Learning Strategies & Learner Feedback:
Pharmacotherapeutic Content:
Pharmacotherapeutic content may include but is not limited to drug specific information, safe prescribing practices, safe medication administration, prescribing methodologies, new regulations or similar content.

- Overview of the disease or disease process for which medication therapy is required.
- Scientific rationale or evidence-base of the use of medication therapy for a disease or disease process.
- Prescribing/recommending safe and appropriate use of medication therapy, including cost-effectiveness.
- Safe administration of medication therapy, including but not limited to dosage, route, frequency, delivery devices, administration devices, and monitoring of medication therapy.
- Possible side effects and/or adverse effects of medication therapy.
- Special considerations related to medication therapy.
- Any adjunct therapy that may be used in conjunction with medication therapy.

Pharmacotherapeutic content does not need to be presented by a nurse for the hours to be eligible for certification renewal however the presenter must have content expertise in pharmacology.

When developing the content for an educational activity, it is recommended that the provider delineate the number of pharmacotherapeutic contact hours.

Does your abstract include pharmacotherapeutic content?