

Directions for CEU Program/Presentation Form – Part 3

Question 1. Program Title: Please list the name of program session

Question 2. Contact Person: Please list the contact information for the person who is organizing the program session

Question 3. Session Information: List the following items:

1. Name of Speaker,
2. Session Title (name of individual session),
3. Abstract/Description of Session,
4. Length of Session (duration of session in hours and number of CEU's requesting)

Question 4. Learning Objectives:

1. A minimum of 3 measurable learning objectives suggested for a 1-hour program, and one learning objective for each additional hour of educational programming thereafter.
2. **For 2 day programs 6-8 measurable learning objectives is sufficient.**

- *Written learning outcomes will clearly identify the specific behavior in as few words as possible while ensuring measurability. Learning outcomes have four characteristics:*

A) They state **the performance** the learner should be able to accomplish.

B) They specify **the conditions** under which the learner is to perform.

C) They specify the **criteria** for acceptable performance.

D) They are directly **related to the subject matter/content** of the learning event.

*Presenters will avoid all vague language, such as "understand," "knows," "demonstrates knowledge of," etc. Bloom's taxonomy (http://cstep.csumb.edu/Obj_tutorial/bloomwheel.html.) will be used to devise learning objectives that serve as the learning outcomes. Consideration should also be given to ensure that the number of learning outcomes is sufficient for the length and content of the program. **The RSTCE Program minimum recommendations are three learning objectives for a one-hour program and one additional objective for each additional hour of the presentation.***

3. Examples of acceptable learning objectives based on Bloom's educational objectives are given below:

At the end of this 90-minute program, participants will be able to:

- 1. Differentiate the main concepts of the Medical and Social Integrative Models of Disability.**
- 2. Properly analyze a research article using the Literature Matrix form reviewed in the training session.**
- 3. Describe how to properly adjust the rear wheel axel of a manual wheelchair in relationship to the seated user's shoulder to attain maximum wheelchair propulsion efficiency.**

5. Provide a chart or table: The chart/table should list each learning objective, which speaker/presenter will address this objective, what activities will be done to address or cover the objective (lecture, return demo, video, etc.) and how much time you plan to devote to each learning objective.

Please place that chart or table here.

Learning Objective	Speaker/Presenter	Learning Activities	Time
<i>1. Differentiate the main concepts of the Medical and Social Integrative Models of Disability</i>	R Rehab	Lecture, demo	75 min
<i>2. Properly analyze a research article using the Literature Matrix form reviewed in the training session</i>	R Rehab	Lecture, demonstration	25 in
<i>3. Describe how to properly adjust the rear wheel axel of a manual wheelchair in relationship to the seated user's shoulder to attain maximum wheelchair propulsion efficiency</i>	R Rehab	Lecture, demonstration	50 min
4	R Rehab	Lecture, hands-on experimentation, small group discussions	90 min
5	R Rehab	Video	20 min
6	R Rehab	Lecture	50 min
7	R Rehab	Case Study Discussions in small groups	50 min
Quick Post Test			20 min

6. *Speaker Qualifications:* Please send a copy of the presenters Biographical Sketch/CV/resume or add a paragraph that explains the speakers credentials, background, experience relevant to the topic.

7. *Learning Support Materials:* How do you intend to illustrate your presentation- I.E. – Powerpoint Slides, handouts, labs, etc.

8. *References Related to the Topic (minimum of 3 and a maximum of 10):*

1. Koontz AM, Brindle ED, Kankipati P, Feathers D, Cooper RA. Design features that affect the maneuverability of wheelchairs and scooters. Arch Phys Med Rehabil. 2010 May;91(5):759-764.
2. Auger C, Demers L, Gelinias I, Miller WC, Jutai JW, Noreau L. Life-space mobility of middle-aged and older adults at various stages of useage of power mobility devices. Arch Phys Med Rehabil. 2010 May;91(5):765-773.
3. Salminen AL, Brandt A, Samuelsson K, Toytari O, Malmivaara A. Mobility devices to promote activity and participation: A systematic review. J Rehabil Med. 2009 Sep.;41(9):697-706.
4. Karmarkar AM, Collins DM, Kelleher A, Cooper RA. Satisfaction related to wheelchair use in older adults in both nursing homes and community dwelling. Disabil Rehabil Assist Technol. 2009 Sep;4(5):337-343.

9. *Percentage of Session that is product specific:*

This question pertains to those products that you demonstrate **from a manufacturer or supplier for which you work**. You can compare any number of products for an educational program, but only those for which you have some vested interest, for example: you make a percentage off of each sale of that item, would need to be included in this percentage. You are permitted to promote the sale of an item from your company or for which you have some vested interest, just do it separately from the educational program.

For additional questions regarding the content of this application, please contact Karl Kemmerer at kak216@pitt.edu.