

**Learning Institute Proposal Guidelines**  
**APHA 2026 Annual Meeting**  
**Oct. 31st & Nov.1st**  
**DEADLINE is March 31, 2026**

The APHA Learning Institute (LI) Courses are concentrated skills-based continuing education (CE) held immediately prior to the APHA Annual Meeting. The LIs play a valuable role in responding to gaps in knowledge and skills by public health workforce members who are interested in improving their practice. Courses can be half-day (3-contact hour), full day (6-contact hour), or two half-day (6-contact hour). LIs differ from scientific sessions by providing opportunity for intense, interactive learning experiences for public health professionals from multiple disciplines to develop or refine their public health practice skills. We seek LI proposals that clearly use active learning strategies to help participants strengthen skills and improve practice gaps within the eight domains of the Core Competencies for Public Health Professionals [www.phf.org](http://www.phf.org).

*Submitting a Learning Institute (LI) is a highly competitive process and does not guarantee that the proposal will be chosen for presentation. On behalf of APHA, the Education Board extends our gratitude and appreciation for your willingness to share your expertise with professionals across the nation and other countries!*

**The deadline for submitting completed online proposals is Tuesday, March 31st, 2026 at 11:59 pm PDT.**

As part of finalizing your proposal, you should include:

- **all** speaker names
- signed disclosures
- topic abstract for each speaker listed (this is your advertisement to the public)
- at least three learning objectives for each individual presentation topic

**Speaker changes will not be allowed after the proposal has been accepted —**  
Emergency exceptions may be considered on a case by case basis.

The online submission site link is located at the end of this document. If at any time you experience technical difficulties during the online proposal process, please use the help link to contact the online vendor for assistance or contact **Kyriakos Iliadis at [kyriakos.iliadis@apha.org](mailto:kyriakos.iliadis@apha.org)**

### **Key Elements of a Successful Proposal**

- Submissions are submitted by the presenter(s) via the online process.
- The submission follows all instructions and is submitted on time

Avoid common mistakes. Competitive proposals will:

- Provide measurable learner outcomes that are aligned with the identified gaps in professional practice per learner needs in knowledge and skills.

- Provide learning objectives and methodology that support skill building and enhancement.
- Include learning objectives or an abstract for **each** presenter.
- Use measurable learning objective verbs such as “describe,” “identify,” “discuss” (do not use “learn” or “understand”).
- Provide sufficient information about why the faculty is qualified to present at that specific LI (do not submit CVs; submit completed qualification statements per the instructions on the form that summarizes faculty expertise in relation to proposed LI).
- Include a clear LI Marketing Plan with activities and strategies (that the speakers agree to implement) to help recruit attendees.

**The following information will help you complete specific components of the application.**

*Proposal submission is a two-part process:*

- Part I *Course Overview Proposal Information*
- Part II *Individual Speaker Presentation Abstract Information*

Please note that APHA cannot give faculty/presenters an honorarium, nor does APHA cover travel, hotel or incidental expenses incurred while at the meeting. The Education Board is deeply grateful for your willingness to share your time, professional expertise, and commitment towards improving public health in a CE program that reaches participants across the nation and from other countries. Selection as a LI presenter is a professional honor and achievement.

The LI Committee considers how your proposal will strengthen skills within one of the ten revised domains of the Core Competencies for Public Health Professionals:

- Evidence-Based Approaches to Public Health
- Collaboration and Partnership
- Communication
- Health Equity and Social Justice
- Law and Ethics
- Leadership
- Policy in Public Health
- Program Management
- Program Planning and Evaluation
- Public Health Biology and Human Disease Risk

Additional information:

[http://www.phf.org/programs/corecompetencies/Pages/About the Core Competencies for Public Health Professionals.aspx](http://www.phf.org/programs/corecompetencies/Pages/About%20the%20Core%20Competencies%20for%20Public%20Health%20Professionals.aspx))

The LI Committee will also consider how your proposal will strengthen skills in the following categories:

- Financial Planning
- Informatics Skills
- Mental Health
- Social Network Analysis/Social Network & Public Health
- Systems Thinking Skills
- Violence Prevention

### **Contact Person**

The proposal must identify **one** person who will be the contact person for the course. This person handles all communication with APHA, shares all relevant information with LI faculty, obtains any information/materials requested by APHA from faculty, provides APHA staff with all required logistic information by deadlines and cooperates with APHA staff to ensure compliance with CE requirements. If the course is chosen for the upcoming program, it is mandatory that the contact person participates in a conference call with APHA staff to discuss presentation requirements and logistics. The date and time for this call will be identified by APHA staff after LI courses are selected.

**Proposed Title**

The working title should capitalize only the first letter in each word. Do not use quotation marks.

**Professional Practice Gaps**

*What professional gap in knowledge, skills or practice will the learning institute course address and how was it identified?*

Explain what improvements in practice will be achieved through the content that will be learned through participating in the LI. Provide data that validates the problem in terms of learner knowledge, skills or challenges in practice or need for professional improvement. This gap analysis will ensure that the interactive learning activity meets the needs of public health professionals.

Gaps in knowledge, skills and/or practice may be identified through review of relevant literature, primary or secondary data analysis, previously conducted training sessions, Delphi method, findings from focus groups or key informants, and/or requests from relevant stakeholders.

**Expected Skills Outcomes**

*What are the most important expected outcomes that learners will achieve after participating in the LI?*

Identify the desired change in the participant's behavior or practice to be achieved by participating in the LI. Write the outcomes that learners will achieve, or the purpose of the activity.

For example, "The purpose of this LI is to enable the learner to...(describe the outcomes such as to demonstrate effective and enhanced use of specific skills related to epidemiology, biostatistics, social and behavioral sciences, environmental health, health care and policy management, etc.) by the end of the learning session."

**Topic area**

*Select your topic area from drop down menu in the submission application.*

**Keywords**

*Please select up to two keywords that you think would best indicate your course content.* Click on the down arrow to see list of keywords. Select by clicking on the keyword of your choice. The public will have access to the online program, which has the function of allowing the potential target audience to identify the courses of interest by typing in a keyword and performing a search.

## Learning Areas

*Choose up to 6 categories from drop down menu that best describe your content area.* All continuing education learning content must be of sound science or professional practice and serve to maintain, develop or increase the knowledge, skills and professional competence of the health professional. Learning content should be evidence-based if available and free from bias.

### Important!

If you have any questions about the Learning Area(s) selection in this step only, please contact Kyriakos Iliadis, [kyriakos.iliadis@apha.org](mailto:kyriakos.iliadis@apha.org). We strongly recommend you select at least one Learning Area and continue with your submission while waiting for the reply. You can access your abstract submission and modify the selection at any time before the deadline.

### Partnership

If the content of your proposed LI represents your APHA Section, SPIG, or Caucus (membership groups), or if the content being delivered is specifically related to a certain external organization (agency, association, institute, firm, company etc.), then please indicate which APHA group or partner organization and provide contact information.

### Target audience

Please indicate a primary target audience within the public health community that may be particularly interested in your course and, in addition, if relevant indicate a broader audience that may be interested in attending. Give a rationale for why you think your LI would be well attended. Remember that potential attendance is something that is considered in the selection criteria.

Identify the level of learner (from the Public Health Core Competencies) your workshop will target. Indicate whether it is most appropriate for

- 1) frontline staff/entry level;
- 2) program management/supervisory/intermediate level; and/or
- 3) senior management/executive/advanced level

### LI Workshop Marketing Plan

Describe the **specific strategies and activities** you plan to implement to increase the enrollment in this LI should it be selected for presentation. Share specific suggestions for potential marketing that you will do to encourage participation in your Learning Institute. Please indicate in the proposal if you have sponsorship ideas or strategies to offer attendees any discounts as we must be aware of (and approve) any sponsors.

### Institute overview

This is your chance to "sell" the course to the APHA Education Board, APHA-LI planners and, if accepted, ultimately to the public. The first sentence should begin with "The purpose of this course is to.... Describe the educational need and how a gap or need in knowledge, skill or practice was identified, overall purpose, skills-based learning objectives, content of the course and the expertise with which the content will be delivered. The relevance to current public health concerns should be included and how the course will address the identified gap or need. Also include the level of the learner your workshop will target. There is a strict **400-word** limit!

## Educational objectives

Provide up to 3 measurable and concrete objectives and start each sentence with one of these objective verbs: **Define, List, Describe, Discuss, Explain, Identify, Demonstrate, Differentiate, Compare, Design, Formulate, Evaluate, Assess, Name, or Analyze**. See attached instructions for writing learning objectives. Click the online link in the application to see [instructions for writing learning objectives](#). Remember to keep focused on skill development and enhancement. (The objectives should focus on skill development and enhancement.)

## Abstract Learning Objective/Learning Outcome

*For each faculty presentation, provide a topic specific abstract for the presentation and at least 1 measurable and concrete objective/outcome. **Start the sentence with one of these objective verbs (Define, List, Describe, Discuss, Explain, Identify, Demonstrate, Differentiate, Compare, Design, Formulate, Evaluate, Assess, Name, or Analyze). Do not use the terms Learn or Understand — they are not measurable verbs.*** Learning objectives/outcomes must be written from the learner's perspective. What will the learner be able to do after participating in your presentation?

## Methodology

Briefly describe the proposed teaching method(s) for delivering content to participants. APHA suggests using more than one method so that both the content is presented, and the audience is engaged in a participatory manner (and skill building activities) whenever possible (Examples: Mini-lectures, Small Group Work, Open Discussion, Role Play, Hands-on Practice, Interactive Exercises, Case Studies, etc.). Specify if participant will be expected to complete readings, or activity assignments prior to or following the workshop (if applicable). Indicate if participants will benefit by bringing a laptop or other electronic device to access the internet during the workshop. Please note that accepted faculty must communicate with registered participants at least one week prior to LI if the participants are expected to bring a laptop and note requirements i.e. laptop versus tablet, processor, and specified software needed. Preferences will be given to presentation that include diverse learning techniques such as small group work, case discussion, hands on exercises in addition to didactic techniques.

## Evaluation

Briefly describe your proposed evaluation methods for the LI. For example, demonstration/return-demonstration, competency attainment of skills, paper and pencil test, evaluation of achievement of learning objectives and learner satisfaction, etc. Activities that measure a change in participant behavior or practice (e.g. self-reported 1-3 months after the activity) are encouraged. **Presenters must conduct an evaluation of learning outcomes and share the results with APHA staff.**

Proposed length and schedule of the complete course; LI course length choices:

- 3-contact hour half-day course, or
- 6-contact hour full-day course only

Instructional hours are clock hours minus break time. For example, a 3-contact hour course will have at least one 15-minute break. Instructional/presentation minutes for a half-day 3-contact hour course equals 180 minutes. Instructional minutes for a 6-contact hour full day course will equal 360 minutes.

The beginning of the course may be called an 'Overview,' but it cannot be called 'Introduction, Welcome, etc.' and be counted towards the total number of continuing education credit. The continuing education accrediting criteria require that substantive content be included during the instructional time. An 'Overview,' however, is considered instructional. You will have to input the scheduled times and order of presenters in the online submission application.

Once the LI Selection Committee has chosen the proposals for presentation, one of the following time slots will be assigned.

**Saturday (Oct. 31)**

9:00am - 4:30pm

1:00 - 4:30pm

**Sunday (Nov. 1)**

9:30am - 4:30pm

If you have a preference time and day of your presentation, please indicate it in the comments section. Every effort will be made to accommodate your request if chosen to present.

When arranging/scheduling your presentation agenda, be sure to include the official attendee breaks (one for a 3-contact hour course and two for a 6-contact hour course). APHA staff will work with you on fine tuning your agenda if chosen to present.

**For a 3-contact hour course the limit is 3 presenters.**

**For a 6-contact hour course the limit is 4 presenters.**

**Set times for official attendee breaks:**

**For a 3-contact hour course you must have a 30 min break or two 15 min breaks**

**For a 6-contact hour course you must have a full hour break or two 30 min breaks**

**Proposed maximum attendance (25, 40, 50)**

Select the attendance level that you feel your course can accommodate. APHA reserves the right to cancel any course that has not reached 15 registrants by the close of the "early-bird" registration deadline. *APHA, in conjunction with the contact person, will determine if a course will go forward given the anticipated on-site registration projections.*

## **Recording release**

APHA does not record nor upload LI faculty presentations in advance. ***Each faculty member must bring any PowerPoint presentations on a flash drive to the Institute to be uploaded on site 40 minutes prior to start time.*** This helps to troubleshoot any issues and allows courses to start on time.

**Has this course been proposed to APHA in past years? Yes or No** (if No, skip the next question)

**Has this course been previously presented at APHA's Annual Meeting? Yes or No** (if Yes, what year/city?)

## **Statement of faculty expertise**

To ensure faculty have the skills to deliver the content in a manner that will provide learners with an educational experience of the highest caliber, the contact person must submit a completed Biographical Qualification Statement/Conflict of Interest Form for each faculty member, and for the contact person/course organizer.

Biographical Qualification Statement /Conflict of Interest forms are required for obtaining continuing education credit for our members. No faculty, presenter, organizer or discussant is allowed to opt out of this requirement. The Bio Qualification Statement on the form must also be completed.

A sample of an acceptable statement is: *"I have been the principal or co-principal of multiple federally funded grants focusing on the epidemiology of drug abuse, HIV prevention and co-occurring mental and drug use disorders. Among my scientific interests has been the development of strategies for preventing HIV and STD's in out-of-treatment drug users."* **A sample of the online form is attached** (see pages 11-12).

## **Cancellation Procedures**

APHA reserves the right to cancel the LI course due to low enrollment (less than 10 registrants) after discussion with the designated contact person. Notification of changes in schedule or cancellation will be made as soon as the need becomes evident; but no later than 30 days prior to the presentation date. Cancellation by proposal faculty is highly discouraged. If the faculty members decide to cancel the LI Course after it has been printed in the preliminary program, they will have to provide a written explanation of why they are canceling to the APHA Education Board LI Selection Committee Chair and may not be selected for subsequent LIs for up to 2 years.



## Equipment needs

*The American Public Health Association will provide a computer, LCD projector and screen, and podium microphone as standard equipment for all oral presentations at no charge to the presenter. Any additional needs such as 35mm slide projectors are considered additional equipment, which means they must be ordered through APHA's AV vendor, and **associated costs will be the responsibility of the presentation faculty, if chosen to present. No exceptions will be made.***

**NOTE: *If you are proposing a course that needs special computer specifications or additional equipment to play DVD/video clips, internet access, or special microphones (lavalier or wireless lavalier), you must note that in the comments section of the proposal). **There is an additional cost for these items that may be passed on to the faculty, depending on venue costs.** APHA staff will provide further details if the LI is chosen for presentation.***

## Comments

Provide any additional information that you would like reviewers to consider when reviewing the course proposal. *Standard room set-up is lecture style—a different set-up may incur additional cost that may be passed on to the faculty. If you need a different set-up please note in this section. APHA charges a fee to attend the pre-conference Learning Institute courses. If you would like to subsidize the registration for course participants, please enter that information in this section.* APHA staff will work with you on the details if chosen to present. *Any subsidy must be worked out with APHA staff before course information is finalized and the online program goes live in June 2020.*

## Fees/Expenses

**This is an open call for volunteer speakers only.** APHA-LI course faculty/presenters do not receive honoraria nor does APHA cover travel, hotel or incidental expenses incurred while at the meeting. All expenses are the sole responsibility of the presenter.

## Continuing Education Credit

APHA values the ability to provide continuing education credit to physicians (CME), nurses/nurse practitioners (CNE), health educators (CHES®/MCHES®), and those certified in public health (CPH) at its annual meeting. Please complete all required information when submitting an abstract so members can claim credit for attending your LI course if chosen. These credits are necessary for members to keep their licenses and certification credentials.

Thank you for your assistance in making your session credit worthy.

Contact [kyriakos.iliadis@apha.org](mailto:kyriakos.iliadis@apha.org) if you have any questions concerning continuing education.

## **Selection Criteria**

The LI subcommittee of the APHA Education Board participates in the planning, implementation and evaluation of all APHA-LI courses. In the selection phase, they will consider the proposed course using the following criteria:

- Relevance of topic to public health
- Appropriate, well written, and clearly stated learning outcomes relevant to the identified gaps in professional practice, knowledge or skills.
- Data that validates the problem in practice or opportunity for improvement (professional practice gap)
- Evidence of interested target audience for this course
- Educational methodologies using different methods of interactive learning strategies with ongoing feedback to engage health professionals in the learning process, and with adequate time for learners to digest and incorporate the knowledge and skills.
- Appropriate for effective learning that support skill building and enhancement (e.g. active and engaged learning opportunities)
- Evaluation methodologies of a quality consistent with course content and objectives
- Completed Biographical Qualification Statement/COI Forms for each planner and faculty that demonstrate expertise/credentials relevant to the proposed topic
- Detailed schedule inclusive of time devoted to major topics (with corresponding faculty identified for all such topics and breaks)
- Review of LI evaluations from repeated courses
- Review of attendance trends from repeated courses

**For CE credit purposes it is mandatory that each presenter has an abstract pertaining to their specific topic and at least three measurable learning objective that relates to their presentation topic — no exceptions. (Please pay close attention to the required sections on course and topic abstract learning objectives.)**

**Acceptances of proposals will be made known to the course contact person by the end of April/Beginning of May.**

## APHA Conflict of Interest Disclosure Form Statement

in the role of APHA-LI Course (chosen category will pre-populate here) for **(title of workshop will be inserted here)**

APHA Conflict of Interest Policy; the Continuing Education Content Integrity Standard; and, the Commercial and Sponsorship Support Standards before filling out this form.

**IMPORTANT! Please make sure your qualification statement states your experience with the topic matter.**

**(Please submit your biographical qualification statement below. Limit to 75 words.) \***

[illegible]

A CE worthy educational activity/session must be developed and presented with independence, objectivity and scientific rigor, free from promotion of specific goods or services, or bias.

Such a relationship may be:

- with a commercial entity, or entity controlled/owned by an entity that produces, markets, re-sells, or distributes healthcare goods or services that are consumed by, or used on, patients/clients. Pharmaceutical or biomedical device entities whose goods or services are related to therapeutic areas are such commercial entities.
- A salary; consulting fee; honoraria; ownership interest except diversified mutual funds; private research or program contracts or grants; publications; royalties; membership on advisory or top level boards or panels that give remuneration.

**Required Disclosure:** During the past 12 months have you, or your spouse or partner had a financial, professional or personal relationship that might potentially bias and/or impact content

of the educational activity/session: \*

☐ Yes ☒ No

Name of Organization:

Clinical/Research Area:

Type of relationship:

- ☐ a. Employment (includes retainer)
- ☐ b. Independent Contractor (contracted research and clinical trials)
- ☐ c. Consultant
- ☐ d. Speaker's bureau and teaching engagements
- ☐ e. Advisory Committee/Board
- ☐ f. Stock Ownership
- ☐ g. Patent holder
- ☐ h. Other (please describe)

Delete:



**Resolution:** *I agree not to promote any products, goods or services or services or to bias the educational planning and selection of presenters and to protect the integrity of the content according to the APHA Conflict of Interest Policy; the Continuing Education Content Integrity Standard; and, the Commercial and Sponsorship Support Standards.*

**IMPORTANT!** If you are submitting an abstract, please make sure the electronic signature below is the presenter's signature, not the submitter's.

Required Signature (First and Last Name): \*

	0	571036		863895	
	1		*cookie	<a href="#">Submit</a>	

Disclosure will appear in this format in the online CE Review site:

**Qualified on the content I am responsible for because:** I have 11 years of experience working with the APHA online proposal submission process, including updating, tweaking and revising the submission procedure as needed. Currently I manage the APHA Pre-Conference workshops from Call for Proposals to implementation. I also manage the review process for awarding Continuing Education credit for the Annual Meeting.

**Any relevant financial relationships?** No

Signed on 01/15/2020 by *Jane Doe*

## Guidelines for Writing Learning Objectives

**DO NOT put either your abstract text or URLs in Learning Objectives.**  
**DO NOT place any HTML tags (ol, ul, li, etc.) into the "Learning Objectives" box.**

The following guidelines are provided to assist in the development of appropriate learning objectives for a proposed educational experience.

Step 1. Describe the information, skills, behaviors, or perspectives participants in the session will acquire through attendance and participation.

Step 2. Clearly identify the outcomes or actions participants can expect to demonstrate as a result of the educational experiences. See the action words below.

Step 3. Write the learning objectives that relate to these outcomes and that reflect the content of the session. Objectives describe the behavior of the learner, and:

- are stated clearly
- define or describe an action
- are measurable, in terms of time, space, amount, and/or frequency.

### Measurable Action Words (Use one of these)

Explain	Demonstrate	Analyze	Formulate	Discuss
Compare	Differentiate	Describe	Name	Assess
Evaluate	Identify	Design	Define	List

***IMPORTANT!! For the correct display of Learning Objectives on the on-line technical program you MUST follow the format shown in Example of Learning Objectives below.***

**List five indicators that link a healthy community to healthy economy.**

**Explain the procedure for assessing the health status of a patient with Alzheimer's Disease.**

**Develop a care plan for a family of six supported by an annual income of \$32,000, and caring for a child who has cystic fibrosis.**

## Aligning Health Education Competencies to Your Learning Objectives

**The National Commission for Health Education Credentialing (NCHEC) has changed the criteria for determining if programs/courses can award advanced-level *health education (MCHES) CE credits*.** Learning objectives must now align with the new NCHEC *Health Education Specialist Practice Analysis (HESPA) Project* Competencies and Sub-competencies. To ensure that the learning objectives in your proposal also meets the criteria for awarding MCHES credits, make sure that each speaker presentation includes one (1) learning objective that aligns with the current NCHEC Competencies and Sub-competencies. *Here are a few examples of the MCHES **Competencies and Sub-competencies** for master level learning objectives.*

Program Objectives	HESPA
<b>Examples</b>	
Provide motivational enhancement matched to client's <b>stage of change</b> ;	<b>3.3.2</b> (Adv. 1) Apply theories and/or models of implementation
Design contingency <b>management techniques</b> for specific target behaviors; use cognitive-behavioral therapeutic techniques;	<b>2.3.3</b> (Adv. 1) Apply principles of evidence-based practice in selecting and/or designing strategies/interventions
Use repetition and <b>skill building</b> to address functioning problems; and encourage client involvement in self-help groups.	<b>1.5.4</b> (Entry) Identify and analyze factors that foster or hinder acquisition of skills
Speakers will discuss effective strategies for increasing access to healthy foods and providing patients and the community with the right tools and nutritional information that will allow them to <b>take an active role in managing their health</b> .	<b>6.2.3</b> (Adv. 1) Identify resources needed to conduct training

**\*The full list of NCHEC Competencies and Sub-competencies can be viewed at [http://www.nchec.org/assets/2251/hespa\\_competencies.pdf](http://www.nchec.org/assets/2251/hespa_competencies.pdf).**

**NOTE:** Overall course learning objectives should not be repeated for your individual presentation topics. Each topic should have a learning objective that relates back to the topic being presented. The exception would be to use an overall objective if it specifically applies to the presentation topic.

**Remember:** Learning objectives must be written from the learner's perspective. What will the learner be able to do after hearing your presentation? Describe what? Explain what? Identify what? Demonstrate what?

## APHA Learning Institute (LI) Proposals

### Online Submission Process Basic Steps

**NOTE:** Before starting your online submission, use the *Speaker Abstract Submission Form* and the *BioData/Conflict of Interest Form* to collect the mandatory speaker information before attempting to submit a proposal.

The proposal submission process is basically a two-part process. Pay close attention to Part I Step 2 (information from this section will be needed for Part II of the application).

#### **Part I Course Overview Information (Completion of Steps 1-4 is mandatory.)**

The initial proposal submission is a 4-Step process. As you complete a step the next step highlights until you complete all 4 steps. The initial 4 steps are:

**1. Overview** -- This is the start of the online process. Your detailed course description is where you sell your proposal to the selection committee. Keep in mind that the Learning Institute courses are 3-hour or 6-hour, or 12-hour interactive workshops that *promote skills enhancement* that the participants can take with them at the end of the workshop and hopefully implement within the scope of their practice. If submitting a 12-hour (2-day) workshop, each day must be submitted separately as two 6-hour courses. Use the same title for each day but end with "Day 1" and "Day 2".

**2. Participants** -- *This is where you add the names of all of the speakers and the individual topic they are presenting that relates back to the overall course title* (this information is required and will show up in Part II of the submission process). If you are chosen to present, it will be based on the proposal as submitted. You will not be able to add additional speakers later. As stated in the Call for Proposals, your submission must be finalized by March 28<sup>th</sup> 2025. Each listing will be assigned its own computer generated ID number and password which allows the speaker to go back in and make edits to their presentation information up until 5:00 pm EST March 28<sup>th</sup> 2025 to complete each topic. If you are the only speaker your name should be attached to each topic being presented. The participant listing makes up your course agenda. See next page for a sample agenda for a full-day course. Notice that there is an *Introduction*; a *listing of individual presentation topics* to be presented during the course; the *official attendee breaks and lunch* (a 3-hour course would have one 15-minute break and no lunch); and finally a *Wrap-up/Closing*. See page 7 of this document for the official break times to be inserted into the agenda.

**3. Disclosure** -- This disclosure form is for the course organizer. **It is mandatory that this form be completed.** *If you are submitting the online information for the course organizer, please make sure the printed signature is that of the course organizer.*

**Be sure to review all proposal information for accuracy during your submission.** If chosen to present, this information will be viewed by prospective course attendees.

**4. Confirmation** -- This page shows the information you have submitted for Part I of the application process.

## **Part II Individual Speakers' Abstract Information**

**(Completion of this section is mandatory for each presenter/faculty listed under Part I Step 2 above.)**

The process for entering the speaker presentation abstract information works the same way as Part I above. Once you schedule your course and arrive at the agenda page, you will see the individual speaker presentation topics you entered in Step 3 above. Click on the first topic listing and you will go to the page to complete the submission process for the speaker/presenter for this topic. The title and speaker contact information is already inserted from Step 3 above.

**On the left side of the screen you will notice that you have a 6-Step process but some of the categories have changed.** The 6 steps for faculty/presenter information are:

1. **Title** -- Already inserted--information pulled from above *Step 3 Participants* list.
2. **Learning Area(s)** -- Choose areas from the drop-down menu that apply to the specific topic being discussed.
3. **Faculty** -- Information inserted from Part I *Step 2 Participants* section of the initial submission process.
4. **Disclosure** -- This is the section where you would complete the faculty/presenter disclosure form. Because we offer continuing education (CE) credits to our meeting participants, it is mandatory that you complete a form for each presentation listed, even if you are the only presenter. If you are presenting 5 topics you should complete 5 disclosure forms--one for each topic.
5. **Text** -- This is the area where you would input the abstract for the faculty/presenter. It is mandatory that all presenters have an individual presentation topic, abstract and at least one learning objective. This abstract is 3-4 sentences explaining what the faculty plans to address in their presentation.
6. **Confirmation** -- This is your receipt verifying that your individual presentation topic has been submitted. Please print this page for your records. You will have a confirmation receipt for each individual topic entered into the system.

### **NOTES:**

1. All steps in each section of Part I and II must be completed—*no exceptions*.
2. You have until **March 31, 2026** (11:59 p.m. PDT) to complete your proposal submission.



## SAMPLE OF HALF-DAY (3 Contact Hours) ONLINE PRESENTATION SCHEDULE/AGENDA

**(Non-presentation items are listed as breaks.)**

A half-day (3-contact hour) LI must total **180 instructional/presentation minutes** (does not include Opening Remarks, Speaker Introductions, Mandatory 15-minute break, or Closing Remarks). Workshop must **include one 15-minute break**. The following agenda is CE credit compliant: **80+50+50 = 180** instructional/presentation minutes.

### Unscheduled

**Testing the 2020 LI Online Submission Process: Strengthening Leadership Programs for Community Health Workers** [Oral #54045 contains 3 proposals.]

Organizer: Jane Doe, Center for Public Health Practice and Professional Development, APHA, 800 I St., NW, Washington, DC 20001

<div> <div>09</div> <div>00</div> <div>am</div> <div>(preferred start time)</div> </div>									
Preferred Format	Special Duration (min.)	Paper Number	Order	Accepted	Rejected	Waitlisted	Transfer	Event	
				<u>All</u>	<u>All</u>	<u>All</u>	<u>All</u>	<u>All</u>	
				<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>	
Break	10		1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			(id=395873) Welcoming Remarks .
	80		2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		(id=395861) Test: Community Health Worker Program Staff Recruitment . J. Doe
Break	15		3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			(id=395874) Break .
	50		4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		(id=395871) TEST: CHW Training and Planning Tools . J. Doe
	50		5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		(id=395870) TEST: Supervision Strategies for CHW . J. Doe
Break	5		6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			(id=395875) Concluding Remarks .

# SAMPLE OF FULL-DAY (6 Contact Hours) ONLINE PRESENTATION SCHEDULE/AGENDA

**(Non-presentation items are listed as breaks.)**

**NOTE: Instructional/presentation minutes for a full-day (6-contact hour) Learning Institute (LI) must total 360 minutes** (does not include Opening Remarks, Speaker Introductions, Mandatory 15-minute breaks, 60-minute Lunch, or Closing Remarks). **If submitting a 2-day (12-contact hour) LI, each day must be submitted separately as a 6-contact hour proposal—use the same title but end with “Day 1” and “Day 2.” In your LI proposal submission Overview, state that you are submitting a 2-day LI.** The following agenda is CE credit compliant: **75+75+75+75+60 = 360** instructional/presentation minutes.

<div> <div>09</div> <div>00</div> <div>AM</div> </div> <div>(preferred start time)</div>									
<div> <div>Specia</div> <div>Waitli</div> <div>Transf</div> </div>									
Start Time	Preferred Format	Duration (min.)	Paper Number	Order	Accept	Reject	et-All None	er-All None	Event
9:00 AM	Break	15		1			<input type="checkbox"/>		(id=assigned by online system) Introduction. <b>J. Doe, MPH</b>
		75		2			<input type="checkbox"/>	<input type="checkbox"/>	
9:15 AM		15	<b>26904</b>	3			<input type="checkbox"/>		(id=assigned by online system) <u>CDC's School Health Guidelines to Promote Healthy Eating and Physical Activity.</u> <b>J. Doe, MPH</b>
10:30 AM	Break	75		4			<input type="checkbox"/>	<input type="checkbox"/>	(id=assigned by online system) Morning Break.
10:45 AM		60	<b>26907</b>	5			<input type="checkbox"/>		(id=assigned by online system) <u>Applying the Guidelines to meet local needs.</u> <b>S. B. Hobbs, EdD</b>
		75		6			<input type="checkbox"/>	<input type="checkbox"/>	
12:00 PM	Break								(id=assigned by online system) Lunch (on your own).
1:00 PM		75	<b>26912</b>	7			<input type="checkbox"/>	<input type="checkbox"/>	(id=assigned by online system) <u>Using CDC's tools and resources to implement the School Health Guidelines to Promote Healthy Eating and Physical Activity.</u> <b>D. Michaels, PhD</b>
2:15 PM		15	<b>26915</b>	8			<input type="checkbox"/>		(id=assigned by online system) <u>Classification of Laws Associated with School Students (C.L.A.S.S.): Tools for state level physical education and school nutrition policy evaluation.</u> <b>B. Hobbs, EdD</b>
		60		9			<input type="checkbox"/>	<input type="checkbox"/>	
3:30 PM	Break								(id=assigned by online system) Afternoon Break.
3:45 PM		15	<b>26918</b>	10			<input type="checkbox"/>		(id=assigned by online system) <u>Classification of Laws Associated with School Students (C.L.A.S.S.): Examples of state level physical education and school nutrition policy evaluation.</u> <b>D. Michaels, PhD</b>

4:45 Break  
PM

(id=assigned by online system) Wrap up. **J.  
Doe, MPH**

## Instructions for Inserting Breaks into the Program Agenda

**These items do not count towards the mandatory instructional/presentation minutes and should be inserted as *Non-Paper Events*.**

On the left side of the screen under the APHA-LI Course Control Panel, Options click ***Non-Paper Events***.

Check the box next to ***Break*** (this will be your morning break or main 15-minute break if submitting for half-day course).

In the ***Freeform Event 1*** box, type ***Lunch*** (if applying for a Sunday Session, type: *Break for Opening General Session; Lunch on your own*

In ***Freeform Event 2*** box, type ***Afternoon Break***.

Once you have completed the above, click on the ***Update*** button. The above categories will be inserted into the beginning of your agenda (participant listing). You will need to assign the appropriate number of minutes and reorder your agenda items.

Mandatory Break = 15 minutes

Saturday Lunch = 60 minutes

Sunday Lunch/Opening General Session = 180 minutes

## Finalizing Your Proposal

**Once you have completed entering your agenda information:** all speakers listed with the duration of the of their presentation in minutes and listed in order of presentation; and each speaker has an abstract and one measurable learning objective focused on *skill development and enhancement* for the learner, a completed disclosure form with valid bio/qualification statement, you are ready to finalize your proposal submission. **FYI:** *A disclosure form must be completed for each role: if a person is serving as a moderator and speaker, two disclosure forms must be completed.*

a. Once you complete Part II Steps 1-5 for an individual speaker, and save Step 5 Abstract information, you will be directed to the Step 6 Confirmation page. It is up to you to verify the information on this page.

b. **The Confirmation Page** verifies that your submission has been received. You will have an individual confirmation for each speaker entered into the system. Print each confirmation for your records. No other confirmation will be issued.

## REMINDERS

1. INCOMPLETE PROPOSAL SUBMISSIONS WILL NOT BE REVIEWED.

## Learning Institute Course Handouts

**1. Each individual person listed as a presenter within the LI course will receive an email from [presenters@apha.org](mailto:presenters@apha.org) with the link to the Speaker's page for their specific presentation.** Reach out to your co-presenters to let them know that they will be receiving this email and how you plan to handle the handouts for your course. Presenters who have presented a scientific session at past meetings will be familiar with the uploading process.

**2.** The uploaded handouts will be a permanent part of the Online Program. Therefore, ***all handouts must be in Power Point (PPT) format.*** If you have manuals or other materials that cannot be converted to the Power Point format you will need to ship those items to your hotel and transport them to the convention center the day of your presentation.

**3. Once a speaker logs into the online system via the Speaker's Corner, they must confirm that they will be attending the meeting and presenting, and follow the upload instructions. You must have all of your handouts uploaded prior to your arrival onsite in Philadelphia.** This way you can test them and work out any computer issues that may occur during the upload process. LI registrants will be provided with a URL link to access the handouts from the online program for their specific course.

**4. Be prepared to show your course attendees where you have uploaded your handouts.**

a. Each handout must be uploaded to a specific presentation topic. **Example:** If you are presenting on "**Program Staff Recruitment**" and you have an accompanying handout, your handout should be uploaded under this presentation agenda title. This helps attendees to follow along during the presentation.

**APHA LEARNING INSTITUTE CALL FOR PROPOSALS ONLINE SUBMISSION CHECKLIST**  
**(For your records only: Do Not Send to APHA)**

**1. Designated Contact Person Info**

- ☐ Valid E-mail address provided
- ☐ Contact Phone Number Provided

**2. Course/Institute Overview**

- ☐ The first sentence of the course Overview begins with "*The purpose of this Course/institute is to ...*"
- ☐ The educational needs in knowledge and skills that address specific practice gaps, content of the course and the expertise with which the content will be delivered has been described.
- ☐ The relevance of this course to current public health concerns has been explained.
- ☐ The gap or need in practice has been identified and how this course will address the gap/need described.

**3. Abstract Submission**

- ☐ An individual completed abstract, learning objective and disclosure form for each presenter involved in this course presentation has been submitted.

**4. Learning Objectives**

- ☐ One measurable learning objective for each presenter's abstract (based on the "*Guidelines for Writing Learning Objectives*" as described in the *Call for Proposals*) has been submitted.
- ☐ Each learning objective starts with one of the action verbs listed in the *Call for Proposals* and is focused on *skill development and enhancement*.

**5. Completed Disclosure**

- ☐ All disclosures have the mandatory Biographical Qualification Statement filled out.
- ☐ All disclosures have the presenter's the Conflict of Interest (COI) Question(s) answered.
- ☐ All disclosures have the presenter's *printed* signature (not the person submitting the proposal—unless he/she is the speaker).

**6. Course Schedule/Agenda**

- ☐ All presenters' abstracts are listed (learning objective and disclosure form completed).
- ☐ A course moderator, with completed disclosure information as stated in item 5 above, has been submitted.
- ☐ The mandatory breaks, as described in the *Call for Proposals*, have been inserted in the course schedule/agenda. (APHA staff will help fine tune agenda if chosen to present.)

**7. Unique/Special Needs and Comments\***

- ☐ A/V needs required outside of standard equipment provided in the Call for Proposals have been listed.
- ☐ Microphone needs required outside of standard equipment provided have been listed.
- ☐ Internet needs required for this presentation have been listed in the comments section.
  - ☐ For Speaker(s) only
  - ☐ For speaker(s) and course participants (if laptops are required for course participation)
- ☐ Room set-up outside of standard classroom style has been listed.
- ☐ **Subsidy for course participants:** APHA charges a fee to attend the pre-convention Learning Institute courses. If you would like to subsidize the registration for course participants, please enter that information in the comments section. **APHA staff will work with you on the details if chosen to present. Any subsidy must be worked out with APHA staff before course information is finalized and goes to print in May 2024.**

**8. LI Handouts**

- ☐ I understand that I am responsible for uploading handouts via the LI Speaker's Corner.

**\*Some requests may result in additional fees for the faculty member. Further details will be provided if chosen to present.**

Once you have collected all of your documentation, you are now ready to start your online submission:

**[Start a Proposal Submission](#)**