

Call for Workshops

Canadian Seating & Mobility Conference International Plaza Hotel 655 Dixon Road, Toronto, ON M9W 1J3

We invite you to submit your proposed workshop presentation for the 2017 Canadian Seating & Mobility Conference. The conference will take place on Tuesday May 2nd and Wednesday May 3rd at the International Plaza Hotel in Toronto.

For the past 32 years, the Canadian Seating & Mobility Conference has provided a forum for therapists and industry representatives to explore new products, enhance clinical techniques and develop service delivery acumen.

The interdisciplinary audience includes but is not restricted to:

- Occupational Therapists
- Physiotherapists
- OTAs and PTAs
- Advocates
- Clinical Educators
- Students and Researchers
- Manufacturers
- Rehabilitation Engineers and Technologists
- Assistive Technology Professionals (Practitioners and Suppliers)

Proposals are now being accepted for 75 minute workshops. Extended length presentations will also be considered and will be placed in the program in a 2-part format with Part 1 being a prerequisite for the Part 2 session.

Priority will be given to proposals that incorporate hands-on application of techniques or provide advanced practice concepts.

Workshops will be categorized as follows:

CLINICAL, focused on direct care concepts

BUSINESS, addressing the service delivery side of the field

EXHIBITOR, focused on specific product (\$750 to present 75 minutes)

Deadline for submission of proposals: November 1st, 2016



Suggested Topics

Presentations may be specifically focused on clinical application of concepts in seating and mobility or may be an exploration of related topics such as wound care, environmental adaptation, service delivery models, personal development as a clinician or a sales representative, policy enhancement, documentation methods, product development, and research.

Types of Presentations

Instructional Course Sessions:

Sessions will be 75 minutes in length, with extended 2-part sessions also available. Sessions should provide a structured learning experience with ample time for audience participation and exchange of ideas. To accompany each presentation, 3 learning goals are to be developed and a paper of no more than four pages in length is to be crafted for inclusion in the proceedings.

Upon proposal acceptance each presenter is expected to register for the conference. In recognition of one 75 minute workshop, one complimentary conference registration with one night hotel accommodation will be provided. For two-part workshops, up to two complimentary conference registrations will be provided (if there is more than one presenter) and two nights hotel accommodation. Additional conference registration, all travel and accommodation expenses (besides those mentioned above) are the responsibility of the presenters.

Note: In accordance with IACET regulations, speakers are not eligible for CEUs for their own presentations.



Submission Guidelines and Information

Please review these guidelines carefully and submit the required information via the CSMC website, www.csmc.ca. We reserve the right to deny any submission that is not in compliance with CSMC's Course Submission Guidelines.

The following information is required when submitting a learning program for consideration at the Canadian Seating & Mobility Conference.

Speaker Bio

A brief biography is required for all those involved in instruction of the course. Bios should clearly state the presenter's qualifications for teaching the course.

Course Title

Title should clearly reflect the focus of the presentation.

Track

Please choose the track that is most appropriate for your topic. We reserve the right to change the track upon submission review.

Length of Session

75 minutes in length.

Course Description

Briefly explain what information will be covered during the presentation.

Learning Objectives – Three are required.

The single most important task when developing a learning program is to determine appropriate learning objectives that specify exactly what you want learners to be able to do at the end of the program. In other words, what are the reasons for the intended audience to participate in your program? Why are they in your classroom?

Learning objectives must be CLEAR, CONCISE, SPECIFIC, and MEASURABLE. All of your program content should be driven by your objectives. VGM Education will review your proposed objectives to ensure they align with the need, ANSI/IACET standards, and sound educational principles. The action verb is the most important element of an objective. The action verb states precisely what the student will be able to do following your program.

Remember that objectives must be MEASUREMENTABLE. This means whatever task you're going to ask the students to do, you must be able to measure how well they're able to perform that task. Many people stumble when selecting an appropriate action verb because they use verbs that can't be measured.

Page 6 of this document is a table of accepted action verbs to use when writing your learning objectives.

Content References – Three are required. Content references are the resource materials used in the research and development of the written content for the course. References must be credible, current and accurate. A presenter's professional experience may be used as one reference. Other references may include: book or manual, article, website, case study.

Examples of content references:

- Trefler E, Fitzgerald SG, Hobson DA, Bursick T, Joseph R. Outcomes of Wheelchair Systems Intervention. *Assistive Technology* 2004; 16:18-27.
- Allegretti A, Schmeler M. Summary of Selected Evidence in the Use of Pressure Reducing Wheelchair Cushions For At-Risk Nursing Home Residents. *Proceedings from the 22nd International Seating Symposium* 2006; 150-151.
- "New Alzheimer's Research Holds Promise for Future." 2013. 5 Nov. 2013 <http://news.nationalgeographic.com/news/2013/11/131101-alzheimers-sleep-brain-proteins-science/>
- QuantumCapitalFund, (2013, Feb 18). Jack Welch on leadership. Retrieved November 5, 2013, from <http://www.youtube.com/watch?v=I5GryYk5hV8>

Deadline

Proposals must be received no later than November 1st, 2016

Proceedings Paper

Presenter(s) also agrees to provide a required written submission for the CSMC Proceedings. This is to be submitted electronically (Word document) via email. Additional instructions will be provided upon acceptance. The submissions will be incorporated into the Proceedings and will be available on-line the week prior to the 2017 conference. The authors are responsible for all copyright releases for materials included in their submissions.

Deadline for Proceedings Paper: January 15th 2017

Graphics

If your final paper includes graphics:

- Photographs, charts, graphs should be in EPS format or Tiff format with at least 300 dpi
- Graphics must be delivered as a separate image with placeholder clearly identified in the document
- Photo release forms MUST be provided with human subjects are included in photographs.

Note:

1. Notification of acceptance will be sent to the primary contact person only. It is the primary contact person's responsibility to notify all contributors.
2. The electronic submission of a proposal acts as a signature acceptance and understanding of the above guidelines.

Acceptance and Understanding

If a proposal is accepted, presenter(s) agrees to appear in the designated session.

Contact Information

For conference information, contact:

Theresa Risi, Event Coordinator

csmc@vgm.com

Tel: 519.208.0190

Fax: 905.257.9640

Website: www.csmc.ca



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Bloom's Taxonomy Verbs

Use verbs aligned to Bloom's Taxonomy to create objectives that ensure your students' thinking progresses to higher levels.

Knowledge		Comprehension	
Count	Read	Classify	Illustrate
Define	Recall	Cite	Interpret
Describe	Recite	Conclude	Locate
Draw	Record	Convert	Paraphrase
Enumerate	Reproduce	Describe	Predict
Find	Select	Discuss	Report
Identify	Sequence	Estimate	Restate
Label	State	Explain	Review
List	Tell	Generalize	Summarize
Match	View	Give examples	Trace
Name	Write		
Quote			
Application		Analysis	
Act	Imitate	Break down	Focus
Administer	Implement	Characterize	Illustrate
Articulate	Interview	Classify	Infer
Assess	Include	Compare	Limit
Change	Inform	Contrast	Outline
Chart	Instruct	Correlate	Point out
Choose	Paint	Debate	Prioritize
Collect	Participate	Deduce	Recognize
Compute	Predict	Diagram	Research
Construct	Prepare	Differentiate	Relate
Contribute	Produce	Discriminate	Separate
Control	Provide	Distinguish	Subdivide
Demonstrate	Determine	Examine	
Develop	Relate		
Discover	Report		
Dramatize	Select		
Draw	Show		
Establish	Solve		
Extend	Transfer		
	Use		
Synthesize		Evaluation	
Adapt	Integrate	Appraise	Interpret
Anticipate	Intervene	Argue	Judge
Categorize	Invent	Assess	Justify
Collaborate	Make up	Choose	Predict
Combine	Model	Compare & Contrast	Prioritize
Communicate	Modify	Conclude	Prove
Compare	Negotiate	Criticize	Rank
Compile	Organize	Critique	Rate
Compose	Perform	Decide	Reframe
Construct	Plan	Defend	Select
Contrast	Produce	Evaluate	Support
Create	Progress		
Design	Propose		
Develop	Rearrange		
Devise	Reconstruct		
Express	Reinforce		
Facilitate	Reorganize		
Formulate	Revise		
Generate	Rewrite		
Incorporate	Structure		
Individualize	Substitute		
Initiate	Validate		