The APHA Learning Institute courses are concentrated skills-based continuing education workshops held immediately prior to the APHA Annual Meeting. The LIs play a valuable role in responding to gaps in knowledge and skills by helping the public health workforce improve their practice. Courses can be half-day (3- contact hour) or full day (6- contact hour).

LIs differ from scientific sessions by providing the opportunity for an intense and interactive learning experience for public health professionals from multiple disciplines to develop or refine their public health practice skills.

*Submitting a Learning Institute 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 April 8, 2022.**

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 contact **Alyssa Holland at alyssa.holland@apha.org**

**Key Elements of a Successful Proposal**

- Provide measurable learner outcomes that are aligned with the identified gaps in professional practice per learner needs in knowledge and skills.
- Provide learning outcomes and methodology that support skill building and enhancement.
- Include learning outcomes and an abstract for each presenter.
- Use measurable learning outcome 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.
- Include a clear LI Marketing Plan with activities and strategies (that the speakers agree to implement) to help recruit attendees.

*Proposal submission is a two-part process:*
  - Part I *Session Overview* Proposal Information (created by organizer)
  - 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

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
- Health Equity Approaches

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

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

Contact Person
• The proposal must identify one person who will be the contact person for the course.
• This person will create the Session Overview and direct the presenters to complete their individual Abstract form
• This person handles all communication with APHA
• 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.
Session Overview Submission

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
List the primary focus of the Learning Institute

Learning Areas
Choose up to 6 categories from drop down menu that best describe your content area

Partnership
If the content of your proposed LI represents your APHA Section, SPIG, or Caucus (membership), 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.
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.

LI 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.

Learning 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.

Remember to keep focused on skill development and enhancement.

See attached instructions for writing learning objectives. Click the online link in the application to see instructions for writing learning objectives.

Teaching Methods
Briefly describe the tentative 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.). This should include methods that will be used throughout the course.

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
Proposed length and schedule of the complete course
- 3-contact hour half-day course, or
- 6-contact hour full-day course

Proposed maximum attendance
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.

Has this course been proposed to APHA in past years? Yes or No
If yes, follow the next question

Has this course been previously presented at APHA’s Annual Meeting? Yes or No
If yes, please include what year you presented this course.

Agenda
- Please list all the presentations and corresponding titles in order
  (Please note that we do not accept duplicate Abstracts, they must all be unique pertaining to their presentation)
- Please include the duration of each presentation.
  (The total number of instructional time should equal 3 or 6 hours)
- Please include the desired break time for the session.
  (For a 3 hour course, we recommend a 30 min break or two 15 minute breaks, and for a 6 hour full day course, we recommend a 1 hour break or two 30 minute breaks)
- Please also indicate your preferred start and end time.
Once you have completed the Session Overview page, you will receive the following email confirmation:

Email Confirmation Text for the Session Submitter (LIs)

Dear <Speaker Name>,

Thank you for submitting a Learning Institute (LI) Session Overview for APHA’s 2022 Annual Meeting & Expo, taking place on Nov 6th-9th in Boston, MA. The LI Session Overview is now complete and will be included in the review process.

Please note, LIs will take place on Nov. 5 & 6.

View session details below:

Session ID: <Generated Session ID>
Session Title: <Generated Session Title>

Program Area: Learning Institute

In order to complete the submission process, we require each presenter to complete an individual abstract that corresponds with their presentation. While we await for the presenters to complete and upload their abstracts, please note that you can no longer make any changes pertaining to the Learning Institute Session Overview.

Please provide the session ID above to your abstract submitters. They should enter this number on the 2022 Abstract Submission Form. They should first select “Learning Institutes” from the APHA Program list, then select “Abstract” as the Submission Type.

Notice of your submission status (accepted, declined, or waitlisted) will be sent by May 13th.

If you have any questions, please email Alyssa Holland at alyssa.holland@apha.org.

Sincerely,

Center for Public Health Practice and Professional Development Team!

*The highlighted information above explains how to create an Abstract Submission*
Please be sure to log in using your APHA account. If you do not have a current account, please create a new account to access the submission portal.

Session Overview Submitters
- Select Learning Institute from list of APHA Programs
- Select Session as Submission Type
- After you submit your session, send the Session ID to your abstract submitters located in your confirmation email

Submission Information

Select your APHA Program and topic (if applicable), then select "session" as the submission type.
Abstract Submitters

- Select Learning Institute from list of APHA Programs
- Select Abstract as Submission Type
- Enter the session ID sent to you by your session organizer

Submission Information

Select your APHA Program and topic (if applicable), then select "abstract" as the submission type and enter the session # provided by your session chair.

*APHA Program
Select your APHA Program

*Submission Type
Abstract

Submission ID/Session ID

Add/Edit People

Important Note for Abstract Submitters

- APHA allows only one presenter who will be listed in mobile app program. An unlimited number of co-authors can be added. Their information will be displayed in our online program.

Conflict of Interest Form

To ensure that all sessions and Learning Institutes deliver content in a manner that will provide attendees/learners with an educational experience of the highest caliber, all presenters, organizers, moderators, discussants and LI faculty members must complete a Conflict of Interest Form.

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

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.

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 (lavaliere or wireless lavaliere), you must note that in the Agenda 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.

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 alyssa.holland@apha.org if you have any questions concerning continuing education.
For CE credit purposes it is mandatory that each presenter has an abstract pertaining to their specific topic and at least one measurable learning objective that relates to their presentation topic — no exceptions.

Acceptances of proposals will be made known to the course contact person by May 13, 2022.

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 addressed

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. 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 the course schedule/agenda. (APHA staff will help fine tune agenda if chosen to present.)

6. 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).

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

Start a Proposal Submission