

Speaker Checklist

SPEAKER FORM

We recommend each speaker to have the following information ready before working on their speaker form:

Up-to-date resume or CV

Short speaker biography (600 characters or less)

Professional headshot (as a JPEG, JPG, or PNG file)

Three references from peer-reviewed journals published within the last 10 years used in preparing your presentation

Presentation title

Presentation description (600 characters or less; separate descriptions for each session, if applicable)

Instructional Level *Please review the Instructional Level Guidance.*

Learning objectives *Please review the Learning Objective Guidance.*

Names & emails of co-presenters (if applicable)

Total minutes dedicated to scheduled breaks (if applicable)

CONFLICT OF INTEREST

A conflict of interest statement is required. *See the Conflict of Interest Statement Guidance.*

There is a conflict:

Provide a list any financial interests, remuneration, and ownership conflicts

Company name and/or nature of intellectual property (IP) conflict

There is NOT a conflict.

Instructional Level Guidance

Read each instructional level description below before selecting the level that best matches your presentations content:

Introductory

Designed for psychologists who may have little to no background in specialized skill or content area. The learner can become acquainted with the theoretical underpinnings, principles, methods, and perspectives of a content area. Although it can be used as a foundation for more advanced learning, a program may simply focus on breadth, enrichment or general knowledge.

Intermediate

Builds upon the learner's foundational knowledge, familiarity with the literature and/or experience in a content area. Programming at this level includes more depth than at a beginning level program. It could also serve as a refresher course for individuals who have background in a content area and are interested in learning more contemporary applications.

Advanced

Builds upon established experience, knowledge and skills in the content area. This may include more diverse applications to specific populations or a novel application of the skill presented. Advanced level programming tends to be more specialized in nature, and allows the learner to integrate and enhance knowledge and skills into their practice or other professional domains.

Learning Objectives Guidance

According to APA, behavioral learning objectives should be:

- **observable and measurable** (i.e., use action verbs that describe measurable behaviors).
- statements that clearly describe what the learner will know or be able to do **as a result** of having attended an educational program or activity.
- focused on the learner.
- appropriate in breadth (not too few *or* too many – e.g., 3-4 objectives for a four-hour program).
- sufficient in depth (at the **postdoctoral** level for psychologists and **clearly articulated** – e.g., does the *whole* of the objective make sense and is it appropriate for CE).
- fully linked to: (a) the program narrative, (b) adequate references that support content, & (c) are listed on promotional materials.

CONSIDER USING verbs like:

- list, describe, recite, write, identify
- compute, discuss, explain, predict
- apply, demonstrate, prepare, use
- analyze, design, select, utilize
- compile, create, plan, revise
- assess, compare, rate, critique

AVOID verbs like:

- know, understand
- learn, appreciate
- become aware of, become familiar with

Read the full *Guidance for Writing Behavioral Learning Objectives* at [apa.org/ed/sponsor/resources/objectives.pdf](https://www.apa.org/ed/sponsor/resources/objectives.pdf).

Conflict of Interest Statement Guidance

Per APA Standards, a conflict of interest statement (see examples below) clearly indicating whether or not the presenter/s has a conflict of interest is required on a promotional material.

Example statement for promotional materials when a conflict IS present:

[Insert Name] has a [Insert financial interests/remuneration/ownership etc] in [Insert company name and/or nature of IP], a company which could potentially benefit from the outcomes of this activity. Because of the perception of a conflict of interest and in the interest of full transparency, they are disclosing this relationship with [insert company name and/or nature of IP] to training participants. If you have questions or concerns, please contact NUPPC (apa-nuppc@unl.edu).

If the speaker has an actual, potential, or perceived conflict of interest, they must include a disclosure slide (example right) at the beginning of their presentation.

Disclosure Statement- COI Example

I, [Insert Name] have a [Insert financial interests/remuneration/ownership etc] in [Insert company name and/or nature of IP], a company which could potentially benefit from the outcomes of this activity. Because of the perception of a conflict of interest and in the interest of full transparency, I am disclosing this relationship with [insert company name and/or nature of IP] to training participants. If you have questions or concerns, please let contact NUPPC (apa-nuppc@unl.edu).

Example statement for promotional materials when a conflict is NOT present:

The speaker/s certifies that they have no affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials presented in this training.

If the speaker does not have an actual, potential, or perceived conflict of interest, it is recommended that they include a disclosure slide (example right) indicating as such.

Disclosure Statement- No COI Example

I have no personal or professional relevant conflicts of interest with this presentation.