



**South Region Florida Nurses Association  
9th Annual Symposium and Awards Ceremony  
Call for Electronic Poster Abstracts**

You are invited to submit an electronic poster **abstract DUE 3/15/2019** of the profession of nursing literature review/ best practice, evidence based practice, or nursing research project for consideration as an electronic poster to be displayed via theater monitor at the South Region, Florida Nurses Association 9<sup>th</sup> Annual Spring Symposium and Awards Ceremony on **Saturday April 13th** at Gulfstream Park, 901 S. Federal Highway Hallandale Beach Florida, 33009, Sport of King Theater, 8am- 2:30pm.

**To be considered**, with the abstract submission on 3/15/2019, please provide proof of payment for the \$90 individual (non-member), \$75 (FNA member), or \$750 table of 10 purchase. If your abstract should be declined, a refund will be provided upon request at [cvframil@hotmail.com](mailto:cvframil@hotmail.com). As well, a completed Bio as described below must accompany the abstract representing the author(s) with a purchased ticket who will be presenting the poster. The poster sessions will count towards nurse contact hours.

Once selected as a poster participant, all participants shall email completed poster in a one page single file, **as a jpeg, in landscape format by April 7, 2019 to [sheree.mundy@mch.com](mailto:sheree.mundy@mch.com)**. Posters to include learner objectives as contact hours will be awarded to the poster session. **Posters received by 4/1/2019 will be eligible for prize recognition day of event.**

**This event does not accommodate printed/mounted physical posters. All posters will be displayed electronically on monitors.**

All selected poster participants must be present at 8:00am and prepared to man their electronic poster. All presenters must be paid registrants with payment secured by March 15, 2019 for consideration.

Contact Florida Nurses Association at 407-896-3261 for registration payment or visit [www.floridanurse.org](http://www.floridanurse.org).

Ticket payment, Poster Title, Author(s), BIO for each author and 3 learner objectives due with poster abstract on **3/15/2019** to Sheree Mundy, Chair of Posters ([sheree.mundy@mch.com](mailto:sheree.mundy@mch.com)). This is an extraordinary opportunity to showcase your scholarly work and to dialogue with other nurses!

### **Requirements**

- Provide the CATEGORY TO BE CONSIDERED, the title of your poster, author(s) with credentials, institution/affiliation, and your contact information (email, phone, and address) on the required BIO Form.
- Description of project (maximum 250 words) in an abstract format: 1 inch margins, 12 point font.
- Provide three learner objectives for application CE Broker, application for poster session.

#### **Format for Best Practice (Literature Review)**

1. Problem
2. Population
3. Practice change or research recommendations

#### **Format for Evidence-Based Projects**

1. Problem and why this needs to be done
2. Population
3. Practice change that was implemented
4. Outcomes
5. Conclusions and implications for practice

### **Format for Research Projects**

1. Problem and Purpose
2. Sample
3. Methods
4. Results
5. Conclusions and implications for practice/research

Again, all posters to be **displayed electronically via a monitor from a single jpeg file in landscape view.**

#### Important Dates:

**March 15, 2019** DEADLINE *Proof of Ticket purchase* and Poster Abstract Submission with BIO, CE Learning Objectives.

**March 7, 2019** Notification of Acceptance

**April 1, 2019** Posters received by April 1, 2019 will be eligible for prize recognition day of event.

**April 7, 2019** All posters must be submitted in jpeg format to Sheree.Mundy@mch.com for use as conference exhibit.

The Poster Committee will not accept posters for presentation on the day of the event. We will have the posters uploaded and ready for you to present at your allotted time; this will be provided to you when you sign-in for the event.

**Attend Symposium** 7:45 am, April 13, 2019 with proof of ticket purchase at registration at Gulfstream Park Hallandale Beach Florida.

**All author(s) presenting the poster must show proof of registration payment.**

This form must be filled  
out by EACH presenter

## Biographical Data Form

Check One or Both

Planner

Presenter

Name:

Degrees & Credentials:

If RN, indicate degree(s) in nursing:      Diploma      ADN      BSN      Other:

Home Address *OR* Business Address:

Telephone:

Ext:

E-Mail Address:

Present Position (Title):

Employer:

**Planners:** Describe your familiarity with the target audience:

**Presenters:** Describe your expertise with the subject:

### Conflict of Interests for Presenters

ALL PRESENTERS MUST DECLARE ANY CONFLICTS OF INTEREST ON THIS FORM

Having an interest in an organization does not prevent a speaker from making a presentation, but the audience must be informed of this relationship prior to the start of the activity. *(If the applicant already has special forms to identify this, it does not need to be repeated on the bio form. Include the applicant's copy of the completed forms declaring vested interest.)*

I recognize that I must follow all guidelines and criteria regarding conflict of interest. Any real or perceived conflict of interest for a conference participant must be disclosed. For this purpose a real or apparent conflict of interest is defined as having a significant financial interest in a product to be discussed directly or indirectly during the presentation; being or having been an employee of a company with such financial interest and/or having had substantial research support by an industry to study the product to be discussed at the presentation.

I have no real or perceived conflicts of interest that relate to this presentation.

I have the following real or perceived conflicts of interest that relate to this presentation:

Signature:

Date:

## Continuing Education Activity Objectives Form

*Copy if additional pages needed.*

THE INFORMATION LISTED MUST INCLUDE ALL TOPICS BEING PRESENTED

**Title of Activity:** \_\_\_\_\_

OBJECTIVES	OUTLINE	TIME FRAME	PRESENTER	METHODS
List learner's objectives in behavioral terms <i>(See Appendix A, "Criteria for Educational Activities" for information)</i>	Provide an outline of the content for each objective. <b>This must be more than a restatement of the objective.</b>	State the time frame for each objective	List the Presenter for each objective.	Describe the teaching methods, strategies, materials & resources for each objective
<b>SAMPLE OBJECTIVE:</b> Upon completion of this objective, the learner will be able to identify the most commonly used herbs for women's health	<b>SAMPLE OUTLINE</b> 1. Herbs for women a. Angelica sinensis b. Panax ginseng c. Rhizoma dioscoreae	<b>SAMPLE TIME FRAME</b> 20 minutes	<b>SAMPLE PRESENTER</b> Jaibun Earp	<b>SAMPLE METHODS</b> Lecture/discussion; handouts; PowerPoint; Q&A
<b>Objective 1</b>				
<b>Objective 2</b>				

<b>Objective 3</b>				
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<b>Objective 4</b>				
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**Literature References**

**(please include at least two literature references)**

## APPENDIX

### Florida Nurses Association Continuing Education Review Committee Suggested Guidelines for Writing Learning Objectives

Clear and measurable behavioral learning objectives are a frequent stumbling block for program planners. You may find these suggested guidelines helpful in writing learning objectives for your CE activity.

**Learning objectives:** specify what the learner will do to demonstrate the information learned (indicated by specific verb), address one specific area of learning and should be stated in measurable terms.

**An example of a clear and measurable learning objective:** At the end of this activity, the learner will be able to: "List two nonsteroidal anti-inflammatory agents used in the treatment of rheumatoid arthritis". A learning objective is measurable when the learner can perform a task (list) identified in the learning objective.

**An example of an unmeasurable objective:** At the end of this activity, the learner will be able to: "Increase his/her knowledge of anti-inflammatory agents used in the treatment of arthritis." "Increase knowledge" cannot be directly demonstrated, therefore is not a measurable objective. Likewise "understand" is not a measurable verb – do not use this verb!!!

It may help to ask:

1. What do you want the learners to accomplish/learn?
2. How will the learners demonstrate that the desired information has been learned?
3. What verb (see samples listed below) will you use in the objective to indicate what the learner will do to demonstrate information learned?

**Use an action verb:** The verb should correspond with what opportunities are given for the learners to demonstrate the newly learned information. For example, if your objective contains the verb *discuss*, then there must be opportunities for the learner to discuss (one of your teaching methods must include "discussion"). Specific verbs correspond with the six levels of learning identified by Bloom. The table below contains a list of the six levels of learning with some of their accompanying verbs—used when writing learning objectives. We hope this list is helpful to you.

<b>Knowledge (to recall facts)</b>	<b>Comprehension (to understand)</b>	<b>Application (to apply concepts/demo skills)</b>
Identify List Define Label Name	Describe Locate Discuss Give examples Explain	Perform Demonstrate Use Practice Operate
<b>Analysis (use info/make connections)</b>	<b>Synthesis (formulation)</b>	<b>Evaluation (judgment)</b>
Diagram Examine Analyze Compare, contrast	Formulate Organize Design, plan Prepare	Rate Revise Evaluate Appraise Differentiate