Clinical Skills Session Proposal

American College of Physicians

**Internal Medicine 2016**

Thank you for your interest in participating in the ACP Internal Medicine meeting. The Clinical Skills Committee (CSC) is now accepting proposals for Internal Medicine 2016, which will be held in Washington, DC, May 5–May 7, 2016. The CSC welcomes all proposals, but places a priority on interactive workshops that focus on the acquisition or improvement of procedural skills, physical examination skills, and communication skills. The CSC is most interested in workshops that have a high likelihood of changing physician behavior using proven teaching techniques or new and innovative teaching strategies that have yet to be tested.

ACP can offer a variety of time slots including 60 minutes, 90 minutes, and, in some cases, 2 or 3-hour time slots. Resources permitting, ACP will assist course directors in the acquisition of necessary equipment (beyond audiovisual equipment) and follow-up evaluations of learners. Workshop faculty receive financial support for travel to the meeting, a per diem (hotel and food), and meeting registration. Final selections of workshops are made by the CSC at its annual program planning meeting in June of 2014.

Please complete this application, attach a copy of your curriculum vitae and mail (or e-mail) these to the address below by **May 16, 2015**.

Edward Warren

Manager, Education and Career Development

American College of Physicians

190 N. Independence Mall West

Philadelphia, PA 19106-1572 [twarren@acponline.org](mailto:twarren@acponline.org)

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| **Name:** |  |  |  |
|  | *(First)* |  | *(Last)* |
| **Title:** |  | | |
| **Affiliation:** |  | | |
| **Address:** |  | | |
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| **Phone:** |  |  | |
| **Fax:** |  |  | |
| **E-mail:** |  |  | |

1. **Title of Proposed Session:**
2. **Brief Overview of the Session** (what will be taught or overall goals of the workshop?)**:**
3. **Documentation of gap in practice that this activity will address:**

(ACCME requires that educational needs be based on learner's professional practice gaps. A gap is defined as "the difference between health care processes or outcomes observed in practice, and those potentially achievable on the basis of current professional knowledge

Multiple sources can be used to document practice gaps. Sources include articles in peer reviewed journals, practice guidelines, reports published by the Institute of Medicine and other health care agencies.

*Attach source(s) and highlight the gap*:

1. **Specific Learning Objectives** (what skills will the learner acquire?)**:**

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| 1) |
| 2) |
| 3) |
| 4) |

1. **Educational Design:**

(What educational techniques/formats will be used in this presentation? Please describe in particular the interactive or other teaching activities that will be used to change physician behavior. Describe the proportion of time devoted to content delivery (lecture) and proportion of time devoted to interactive learning. This may be presented as an agenda describing workshop activities and the allocation of time (or proportion of time) devoted to each activity. The appropriateness of the proposal for the Clinical Skills program is judged in large part on the use of interactive teaching techniques. We expect workshop participants to “work.” Use additional pages if needed)**:**

1. **Special Equipment Requirements** (other than the standard audiovisual equipment):
2. **Other Requirements**

Number of faculty:

Standardized Patients:

* Yes
* No

If yes, approximate number:

Ideal audience size or ideal learner to faculty ratio:

1. **Ideal Time Allocation For The Workshop** (select as many as appropriate)**:**

(1 hour and 90 minute time slots are much more available than 2 hour, 3 hour or pre-session time slots)

* 60 minutes -*How often are you willing to repeat the 1 hour workshop?:*
* 90 minutes
* 2 hours
* 3 hours
* Time allocation is flexible

1. **Have you previously given the presentation you are proposing?**

* Yes
* No

If yes, list the date(s) and event(s) where it was offered.

**Name of Meeting Date**

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