

Strategic Skill-Building Submission Guidelines

Strategic Skill-Building Description (1.25 CE)

Submissions for a Strategic Skill-Building Session will be considered for a 75-minute session crafted to provide hands-on learning to help participants develop practical skills within a specific area or brief “how-to...” sessions.

Structure. Sessions may be structured in whatever way presenters determine to be best. However, sessions should include interactive elements, like activities or discussions, to help attendees apply what they learn.

Authors. Strategic Skill-Building Sessions may include a maximum of **3 presenters and an optional moderator (not presenting)**. Presenters will provide oral presentations of educational content/skills/exercises and/or slides, with the moderator facilitating/supporting more interactive elements as needed.

For Strategic Skill-Building Submissions, We are interested in proposals that target specific career stage groups (e.g. early career, mid-career, etc.) AND those that span career stage. Preference will be given to proposals that are inter-institutional collaborations, relate to the conference theme, and prioritize our organization’s values of justice, equity, diversity, and inclusion. Additionally, the Scientific Programming committee seeks to build a program that represents the breadth of contemporary pediatric psychology. The Scientific Program Committee may recommend revisions to Oral submissions prior to acceptance.

Specific Content Areas of interest identified by membership include, but are not limited to:

Ethical Issues; Business of Psychology, Cross-cutting clinical topics (Ex. neuro-diversity in subspecialty practice, micro interventions, etc.); Specific Cross-cutting Evidence-Based Interventions (E.g., M.I., ACT, Transdiagnostic, etc.); Artificial Intelligence; Media and Public Engagement; Knowledge Translation; Skills for Academic Scholarship (E.G. How to review a manuscript, write a NIH grant, research methodologies, statistical methodologies, etc.); Contextually Responsive Practice/Supervision/Leadership; Culturally Responsive Practice/Supervision/Leadership; Advocacy

STRATEGIC SKILL-BUILDING SUBMISSION REQUIREMENTS:

Task: Session Details



1. Session Details

Click above to add your session details.

1. **Title.** Session title (80 characters)

TIP: Attendees often decide which sessions to attend based on their titles. Make sure yours is clear and engaging, with the key words and concepts at the beginning.

For Example:

Instead of:

“Iterative Integration of Pediatric Psychologist into Subspecialty Medical Clinics to Maximize Sustainability and Replicability”

Try:

“Brick By Brick: Building Models of Subspecialty Integration”

2. **Topics.** Select one Primary Topic and one Secondary Topic.

You will be able to select up to 3 additional topics if applicable, later in the submission portal. (see [Tags and Topics Guidelines](#)).

3. **Tags.** Select up to two tags (see [Tags and Topics Guidelines](#)). Only select a secondary tag if the competency is meaningfully included in the session.

Tags are inspired by the Core Competencies in Pediatric Psychology ([Palermo et al., 2014](#)) and designed to reflect the breadth of contemporary pediatric psychology. Please select the Tags that best represent the primary skill, capability, or role developed through your session. Authors are encouraged to reflect on the question “How will this session help attendees grow professionally?” or “In what areas of professional development will they gain knowledge or skills?” as they select tags for their sessions.

- Knowledge Foundations
- Science/Scholarship/Data
- Professional Identity/Ethics/Reflective Practice
- Communication/Collaboration
- Clinical Practice
- Teaching/Mentorship/Workforce Development
- Leadership/Advocacy/Systems/Healthcare Operations

4. **SIG.** Does the submission represent a collaborative effort among members of a specific SIG or across multiple SIGs?

5. **Teaching Format.** Which of the following teaching delivery strategies will you use in your session to promote learning, retention, and application of knowledge? Please provide an honest assessment of your plan. Check strategies that you will utilize:
- | | |
|---------------------------------------|------------------------------------|
| a. Case Illustrations/Examples | g. Participant Role Play/Rehearsal |
| b. Clinical or Instructional Exercise | h. Slide Deck |
| c. Demonstrations | i. Question and Answer |
| d. Group Exercises | j. Video Clips |
| e. Lecture/Presentation | k. Other_____ |
| f. Participant Discussion | |
6. **Ethics CE Credits.** Please indicate if you would like your proposal to provide Ethics CE.
- To be eligible for Ethics CE, must include the following:*
- *Content in at least one of the following areas: ethical, legal, statutory, or regulatory policies; guidelines and/or standards that impact psychological practice, education, or research.*
 - *This content must be embedded throughout the entirety of the presentation, including the title, summary, learning objectives, and relevant citations.*
 - *Three references are required. References must be peer-reviewed. References of the ethics code and/or book chapters are allowed, but at least one peer-reviewed reference must address ethical, legal, statutory, or regulatory policies, guidelines, and/or standards that impact psychological practice, education, or research. If this content is not evident from the title of the reference, please include a brief (one-sentence) description of how the citation meets this requirement.*
7. **Session Abstract/Summary** (400 words max). Please provide a summary of the proposed session, including the purpose, structure, session's overall focus and/or goals, any interactive or audience engagement strategy, content to be covered, and relevance to the conference theme.
8. **Short Session Description** (60 words max). A short, attention-grabbing 1-3 sentence description of the session to quickly inform potential attendees. Think about statements that highlight the practical applications of your proposed session, whether in policy, clinical settings, research, education, systems, or any other setting. What is it about and who is it for? Why is this submission relevant, useful, important and/or timely for pediatric psychologists?
- For example: "This session will present actionable recommendations supervisors can use when providing supervision to interns and post-doctoral fellows to facilitate higher level competencies."*
9. **JEDI** (200 words max). A brief description of the approach to prioritizing justice, equity, diversity, and inclusion.

Task: Additional Topic Selection



2. Additional Topic Selection

Click above to select additional topics.

1. **Additional Topic Selection.** Please select up to 3 additional topics if applicable.

Task: Target Audience



3. Target Audience

Click above to add information about the target audience.

1. **Career Development Stage.** For the audience for whom your session would be most appropriate. (select all that apply)
 - a. Early Career (<1-10 years in the field)
 - b. Mid-Career (11-20 years in the field)
 - c. Late Career (21 or more years in the field)
2. **Role.** For the audience for whom your session would be most appropriate. (select all that apply)
 - a. Researchers
 - b. Clinicians
 - c. Administrators
 - d. Scholar practitioners
 - e. Professors
 - f. Supervisors
 - g. Other
3. **Instructional Level.** Review the definitions and select the instructional level(s) for your session to ensure a successful and valuable experience for learners. (select all that apply)
 - a. Beginner: Attendees with no prior knowledge of the specific content are able to participate and benefit from the session. The information or skills may be new to the attendees.
 - b. Intermediate: Attendees can have some basic knowledge of the content area and benefit from the session. The session will include information at a level beyond the basic knowledge of the topic.
 - c. Advanced: Attendees can have substantial working knowledge or skill level in the content area and benefit from the session. The session will include advanced or new techniques or knowledge to refine and expand current expertise.
4. **Meeting Educational Needs** (200 words max). Brief description of how the proposed session will meet the education, training, and/or professional development needs of the audience.

Task: Participating Abstracts



3. Participating Abstracts

Click above to add participating abstracts.

1. **Individual Presentation Titles** (2-3 titles max; max 80 characters for each title). This title should be unique to each presentation and different from the overall session title.
2. **Individual Presentation Abstracts** (2-3 abstracts max; max 300 words for each abstract). Abstract for each contributing presenter should include the contribution to the session, teaching strategies that will be used, and relevant expertise (max 3 Presenters).

Task: Learning Objectives



4. Learning Objectives

Click above to provide 2-3 learning objectives that are observable and measurable.

1. **Learning Objectives** (30 words max). Two to three measurable and observable learning objectives that participants will achieve from the session (see [Learning Objective Guidance](#)).

TIP: Learning objectives should complete the sentence “Upon completion, participants will be able to...”

Task: References



5. References

Click above to provide at least 3 current references.

1. **References.** Please list at least 3 current references (from peer-reviewed journals published within the last 10 years) that support your proposal and align with your learning objectives. Presenters do not need to be co-authors for references. Please note that these will not be used in the review of your proposal but used for CE purposes. Please use APA format for references.

Ethics CE: If you would like your proposal to provide Ethics CE: References of the ethics code and/or book chapters are allowed, but at least one peer-reviewed reference must address ethical, legal, statutory, or regulatory policies, guidelines, and/or standards that impact psychological practice, education, or research. If this content is not evident from the title of the reference, please include a brief (one-sentence) description of how the citation meets this requirement.

Task: Presenter/Moderator Information



6. Presenter/Moderator Information

Click above to add presenters and a moderator.

1. **Presenter/Moderator information.** Please include full names, degrees, and affiliations. Identification of role (presenter or moderator) for the session should also be noted as appropriate.

Task: Co-Authors



7. Co-Authors

Click above to add co-authors.

1. **Co-Authors Information.** An individual who helped you create the abstract or someone who you would like to recognize in creation of the submission may be included as a co-author. If provided, co-author names and credentials will be listed in applicable conference materials. Presenting Authors should not be included in this list. If you do not wish to include any co-authors, you may click the 'Save Co-Author List' button at the top of the page.

Task: Conflicts of Interest



8. Conflicts of Interest

Click above to provide information about presenter conflicts of interest.

1. **Conflict of Interest Disclosure.** All presenters and the moderator are required to disclose any actual, potential, or perceived conflicts of interest that could influence, or appear to influence, the content of the workshop.
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Task: Acknowledgements



9. Acknowledgements

Click above to submit your Guidelines for Submission Acknowledgement.

1. **Acknowledgements.** Acknowledge agreement with requirements, rules, and policies.