

# CALL FOR PRESENTATIONS RESOURCE GUIDE



The Premier Prevention Association

**Submission Deadline: April 13**

## ***Training Session Information Form At-A-Glance***

### **Information you will need to complete your submission:**

- Primary audience (Adult or Youth)
- Title of training session
- Session description (*between 300-100 characters*)
- Two to three learning objectives that state the purpose of your presentation in terms of how it will enable the attendee to do something that can be measured
- Is this a substance-related session topic?
- Which of CADCA's Coalition Competencies your session will address
- Presenter information (*name, job title, coalition/organization, email address, if presenters are adults or youth*)
- Will your session address evidence-based or promising practices?
- Does your session include a product promoted or sold either by you or the company you represent, such as curriculum, books, toolkits, etc.? (*This also includes free products*)

# Writing Training Session Objectives

Training session objectives describe the expected learning that will take place because of taking the workshop. The objectives are not a list of topics, but rather a comprehensive list of demonstratable knowledge, skills and abilities that will be addressed during the workshop.

Training session objectives are concise action-oriented statements that describe training outcomes - they are the destination that your training session design should lead to. Training session objectives should avoid using passive verbs like “know” or “understand” (e.g., “...the student will be able to understand...”). Effective training session objectives are written using verbs that signify the specific knowledge, skills and abilities that will be addressed (e.g., “...the student will be able to develop...”) Below is a representative list of these kinds of verbs.

## Knowledge

What a participant needs to know about a particular topic to perform their role and achieve coalition goals.

### Participants will be able to:

- Access
- Clarify
- Compare
- Define
- Describe
- Differentiate
- Discuss
- Distinguish
- Explain
- Identify
- Interpret
- Justify
- Label
- List
- Name
- Recognize
- Report
- Restate

## Examples

Participants will be able to:

- Describe how the Strategic Prevention Framework is used to guide coalition efforts to achieve community-level changes in youth substance use
- Compare different data collection techniques used to identify risk and protective factors in a community
- Explain how a coalition can use evidence-based environmental strategies to address specific local conditions on their logic model
- Access information on how to apply for specific community foundation grants

## Skills

The attributes that a participant needs to perform specific tasks.

### Participants will be able to:

- Analyze
- Arrange
- Communicate
- Convey
- Delegate
- Design
- Diagnose
- Display
- Draw
- Estimate
- Examine
- Help
- Integrate
- Measure
- Organize
- Record
- Report
- Review
- Summarize
- Translate
- Validate
- Visualize
- Write
- Restate

## Examples

Participants will be able to:

- Analyze community needs assessment data to identify priority problems to address
- Draw a community map which identifies resources and protective factors in the community

- Design a comprehensive set of evidence-based strategies to address a local condition
- Convey messages to coalition members verbally and in writing
- Write SMART long-, intermediate- and short-term objectives based on the coalition logic model

## Abilities

How a participant will apply knowledge and skills to perform specific tasks.

### Participants will be able to:

- |             |               |              |          |
|-------------|---------------|--------------|----------|
| • Adjust    | • Construct   | • Formulate  | • Record |
| • Assess    | • Deliver     | • Foster     | • Report |
| • Build     | • Demonstrate | • Integrate  | • Select |
| • Combine   | • Develop     | • Modify     | • Teach  |
| • Choose    | • Engage      | • Operate    | • Test   |
| • Calculate | • Enhance     | • Perform    | • Use    |
| • Create    | • Examine     | • Prioritize |          |
| • Complete  | • Execute     | • Produce    |          |

### Examples

Participants will be able to:

- Develop clear bylaws of coalition governance and job descriptions for coalition members
- Foster broad and deep volunteer coalition leaders from among coalition members
- Prioritize evidence-based environmental strategies to address local conditions based on community input and existing resources
- Use collaborative decision-making techniques to increase coalition member ownership

# Session Title DOs and DON'Ts

## DOs

- ✓ **Be concise** – keep the title to one line (approximately 6 – 10 words)
- ✓ **Be specific and persuasive** – you are selling your topic to conference attendees who are choosing from among hundreds of opportunities.
- ✓ **Promise *WIFA* (what's in for the attendee?)** – explain how the attendees will benefit from attending your presentation: *“How to Create a Logic Model That Your Community Will Love”*
- ✓ **Create *FOMO* – (fear of missing out)** – describe how the session is provide new and/or essential information that cannot be obtained anywhere: *“New Coalition Research Reveals Effective Ways to Build Coalition Leadership”*
- ✓ **Sell *IMPROVEMENT*** – describe how the information will enhance their performance, avoid mistakes and/or address barriers *“How to Address Challenges in Recruiting Coalition Volunteers”*
- ✓ **Highlight tools or techniques** – let the attendees know that they will walk away with from the presentation: *“Winning Tools and Techniques to Engage Participants in Virtual Meetings”*
- ✓ **Use standard title capitalization** - major words are capitalized, and most minor words are lowercase. (proper nouns are always capitalized)
  - **Major words:** Nouns, verbs (including linking verbs), adjectives, adverbs, pronouns, and all words of four letters or more are considered major words.
  - **Minor words:** Short (i.e., three letters or fewer) conjunctions, short prepositions, and all articles are considered minor words.

# Session Title DOs and DON'Ts

## DONT's

- ✗ Write an essay** – you don't have to describe all the content in the presentation to create an interest in the material.
- ✗ Get too “cute”** – too much creativity may not tell potential audience enough about the session. For example: *“When You've Seen One Community, You've Seen One Community”* is an interesting concept, yet it doesn't provide a description of what the session is going to address.
- ✗ Overuse the colon:** Avoid trying to provide too much information by using a colon. For example: *“Building Coalition Sustainability: Four Steps to Build Membership, Establish Processes, Ensure Relevance and Obtain Funding for Your Coalition.”*

## EXAMPLES

***Zzzzzzzzzzzz***

*What the Research Says About Fidelity in Community-based Parenting Classes*

***Better***

*A Research-Based Approach to Improving Delivery of Community-based Parenting Classes*

***Even better***

*Getting It Done Right: Making Community-based Parenting Classes Work For You*

# Session Description DOs and DON'Ts

## DOs

- ✓ **Proofread** - check for spelling and grammar errors.
- ✓ **Be clear and precise**– keep the description limited to 200 words or less
- ✓ **Describe why** attendees would want to attend the session. The rationale for attending session includes:
  - Describing the challenge or opportunity addressed in the session. What is the opportunity or challenge that people are experiencing and that your presentation is trying to improve? Make it obvious that they have a challenges or opportunities and that you're here to address them.
  - Describe why your solution will solve the problem. Be concrete: describe what's new with your information/solution. Let them know what is unique or special about the session. Describe how it will solve their problem or allow them to address new opportunities.
  - Refer to the information provided above in the session title DOs and DON'Ts – such as WIFP, FOMO, IMPROVEMENT
- ✓ **Target Audience** - spell out who should attend both by group and experience level. This is a critical component that should be included in conference marketing materials. Use the language provided in this application to clarify the target audience.
- ✓ Clearly describe what **knowledge/skills/abilities** the attendees will come away with (there will be some overlap with learning objectives, which is fine).
- ✓ **Highlight “takeaways”** - specific tools and techniques that will enhance their application of the material. Share access to relevant resources such as websites, blogs, workbooks, checklist, research papers and other relevant items.
- ✓ **Briefly describe the presenters** – why the presenters are qualified to deliver the presentation.

# Session Description DOs and DON'Ts

## DONT's

- ✗ **Include only** background information.
- ✗ **Include only** your personal story or qualifications.
- ✗ **Simply list the training objectives**, although it is okay to summarize when describing the knowledge, skills, or abilities that will be addressed during the session.
- ✗ **Use passive voice:** “Strategies to address retail alcohol sales to minors will be addressed.” Use active language instead: “Learn strategies to address retail alcohol sales to minors.”
- ✗ **Set inaccurate expectations** – don't promise to enhance knowledge, skills, or abilities or to provide takeaways that are not realistic. The attendees will be disappointed and so will you when the evaluations are returned.
- ✗ **Be repetitive** – presenters sometime state the same information in different ways – without providing anything more specific about the session.