

## 2025 PH Professional Network (PHPN) Symposium



### Checklist for Breakout Session Proposals

**Instructions:** Before you submit your proposal to present a breakout session at the 2025 PHPN Symposium, please make sure you have the following information ready to enter/upload into the Proposal Form. **All of this information is required and submission cannot be made without it.**

#### Breakout Session Information

- Proposal Title: \*
  - *Note: The title is the first chance to capture your readers' attention so make it interesting with a few key details describing your proposal.*
- Proposal Description: \*
  - *Enter a brief description of your submission in present tense. The description should be written so that the review committee clearly understands the importance and purpose of the proposed submission. It should also be written to generate the interest of your intended audience. This information may be published on the conference website and/or program guide. There is a 200 word limit.*
- Target Audience: \*
  - Please specify the audience that your session is intended for: *(Select all that apply)*
    - Early Career Professionals (0-3 years working in PH)
    - Practicing Professionals (>3 years of working in PH)
    - Pediatric PH Providers
- Presentation Format: \*
  - All breakout sessions during the 2025 PHPN Symposium will be 60 minutes each, which must include at least 10-15 minutes for audience Q&A. Please describe the format of your proposed breakout session below.
    - *Example 1: Interactive discussion on XYZ subject featuring a multidisciplinary panel of health professionals and a patient/caregiver. The moderator will pose discussion questions to the panel based on their experiences.*
    - *Example 2: This session will include two didactic case-based presentations (on X/Y) followed by a moderated Q&A period.*
- Learning Objectives: \*
  - Please provide a minimum of 3 learning objectives for your proposed breakout session (you may list up to 5). Please try to incorporate 'active learning' verbs when you write your learning objectives instead of passive verbs. For example, instead of 'understand', try using 'interpret' or 'discuss'.
  - The intended result of this activity is increased knowledge/competence and at the conclusion of this activity, attendees will be able to:
    - Learning Objective 1\*
    - Learning Objective 2\*
    - Learning Objective 3\*
    - Learning Objective 4
    - Learning Objective 5

**Further Resources:** Please see the below example of a Breakout Session proposal from a previous PHPN Symposium to help you create your proposal for the 2025 PHPN Symposium.

#### **SAMPLE Breakout Session Proposal (from 2023 PHPN Symposium)**

**Title:** Balancing the Art and Science of PAH Risk Stratification

**Description:** In this session, presenters will share best practices for the use of pulmonary arterial hypertension risk assessment in daily clinical practice. This includes optimizing patient risk status discussions by balancing the background scientific evidence with the art of appropriately sharing risk information with PAH patients. Current PAH risk stratification tools, barriers and strategies to improve consistent risk evaluation will be reviewed. The session will also provide a framework and tips for optimal discussions of risk status with PAH patients and families and highlight the important role of the PH nurse clinician.

**Target Audience:** This session is intended for early career professionals (0-3 years working in PH) and practicing professionals (> 3 years working in PH).

**Presentation Format:** This session will consist of two presenters giving didactic presentations on risk stratification tools and a framework for optimal discussions of risk status, followed by a moderated audience Q&A period.

**Learning Objectives:** The intended result of this activity is increased competence and at the conclusion of this activity, attendees will be able to:

1. Interpret current expert consensus recommendations regarding use of formal risk assessment in PAH , and the role of the RN/APRN in implementing risk score calculation.
2. Discuss the nurse's unique role in risk assessment patient engagement.
3. Apply communication tools and strategies to improve patient-family dyad discussion regarding risk evaluation, with a goal of improving shared decision making and outcomes.