

# SKILL-BUILDING WORKSHOP PROPOSAL DESCRIPTION

## CityMatCH MCH Leadership Conference

### SUBMITTING A SKILLS-BUILDING WORKSHOP

#### Deadline:

Proposals must be electronically submitted **through our online submission system** no later than **March 10, 2023, at 11: 59 PM**. Before this deadline, submissions can be created, modified, and finalized. If submissions have not been finalized (using the “Save and Finalize” button) before the deadline, they are incomplete and will not be reviewed or considered for acceptance.

#### Description:

Skills-building workshops are 90-minute sessions that provide in-depth training to increase attendees’ knowledge and skills about a topic of interest to MCH practitioners or researchers. Learning objectives are required and participants will leave the workshop with increased knowledge and skills about a particular topic. We encourage presenters to provide handouts, homework, or other reference material for attendees to take home to study and practice. Submissions must show evidence that the workshop is thoroughly planned and that presenters will engage attendees in learning using best practices for adult trainees (e.g., Mahan 2014, below). Presenters must have expertise and skill in the content area, as well as experience in providing training. Scoring favors sessions with more than one presenter, or a presenter and a moderator. CityMatCH does NOT provide a moderator for workshops.

#### Examples of topics that might be appropriate for a workshop:

- A specific analytic skill useful in MCH practice, evaluation, or research
- How to evaluate an MCH surveillance system or its data quality
- Communicating the importance of a public health practice to the public
- How to use a particular software package
- Improving scientific writing skills for grant applications
- How to advocate for public health needs to policy makers
- Developing an evaluation plan
- Using storytelling to improve public health planning

**Notes:** The conference does not provide computers for attendees to use during workshops. Attendees do not register for workshops in advance; seating is on a first come, first-serve basis. Conference breakout rooms seat 40-80 attendees.

#### Submitting implies that you, your co-authors, and co-presenters understand and agree with the below provisions:

- Each presenter will need to register for the conference
- Communications and announcements will be e-mailed only to the identified Main Contact, who is responsible for forwarding them to others on the team
- Proposals must be submitted in English only
- Promotion of for-profit ventures is not appropriate as workshops and should instead be featured using exhibitor or sponsorship options (see <https://www.citymatch.org/conference/exhibitor-sponsor/>)

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### Proposals must include the following:

- Descriptive title (20 words or less)
- Name and contact information for all presenters and the moderator
- A concise biographical sketch for each presenter, and for the moderator (250 words or less, each). It should include relevant information on the skills, expertise, and experience needed for the specific role they will have in this session. It should include the presenter's name, relevant academic preparation, publications, work and life experience, and skills.
- A brief description of the proposed session (100 words or less) for the conference agenda. This should help registrants decide whether to attend your session. It should include a brief description of the topic, a summary of the learning objectives, and the intended audience.
- One to four learning objectives (100 words or less)
  - What key information will be covered?
  - What do you hope to accomplish in this session?
- Justification for a 90-minute session (200 words or less), for example:
  - What is the relevance/importance to public health practice?
  - What is the timeliness of this topic?
  - Who is the intended audience?
- Proposed session agenda (500 words or less)
  - Describe each topic or activity, in time order, with planned time allotted in minutes
  - Identify roles for each presenter and the moderator
  - Include descriptions of opportunities for interaction and skill practice
- References (200 words or less)
  - Citations and/or links for any sources of material to be presented. Please do not duplicate citations that appear in the biographical sketches.

### Rules:

- Do NOT copy and paste bulleted lists from Word into your submission
- Do NOT use **bold**, *italics*, underlines, tabs, hard returns, or ALL CAPITAL LETTERS in any part of the submission
- Do NOT include graphs, tables, pictures, or attachments

### Acceptance Criteria:

Workshop submissions are scored by three independent reviewers based upon:

- Clarity, conciseness, and completeness of the submission
- Timeliness and importance of the topic for MCH, including the need for the proposed skill among conference attendees
- Quality of the agenda, evidence of thorough planning, and use of adult learning best practices (see below)
- Qualifications of presenters and moderator (reviewers will see names and bio-sketches)
- Appropriateness of level and topic for the audience or a large enough subset of the expected conference attendees

If you have questions, feel free to contact us at [CitymatchConference@unmc.edu](mailto:CitymatchConference@unmc.edu).

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<b>Teaching adult learners: Premises and practices</b>		
	Premise	Practice
1	Adults bring what they have to the learning experience—they are all different; they are able and ready to do work.	Ask questions about their knowledge of the content
		Listen to them define their ability
		Observe their knowledge/skills
2	Adults are accountable for their own learning. They choose to learn or not learn.	Begin instruction with a problem relevant to the learners
		Use stories to illustrate importance of the problem
3	Adults prefer to learn “here and now.” They prefer to apply new concepts immediately.	Design collaborative, problem-solving activities as part of the learning process
		Suggest ways that new ideas can be used
4	Adults learn best when they integrate learning with the rest of their lives.	Have learners do the work of learning
		Develop learning tasks not teaching tasks
5	Adults learn best when fully engaged: motivation, attachment, and emotions are important in the learning.	Utilize combinations of The Four Learning Tasks in your teaching and learning methods:
		Inductive Tasks (clarify present understanding and issues with new content)
		Input Tasks (address new content/tasks through discussion, dialog, problem-solving, and reflection)
		Implementation Tasks (use new concepts/skills in a learning environment in meaningful activities)
		Integration Tasks (apply what has been learned to life and work, often after teaching/learning activity)
6	Adults bring expectations of the teacher to the encounter.	Devote time to understand the learners' needs
		Create a collaborative learning climate
7	Adults learn to change, improve, and develop new skills. The learner should leave the learning encounter different for the effort.	Ask learners what they have gained from the learning activity
		Survey learners after the activity to assess knowledge gain or new behavior as a result of learning encounter

*Mahan JD, Stein DS. Teaching adults-best practices that leverage the emerging understanding of the neurobiology of learning. Curr Probl Pediatr Adolesc Health Care. 2014 Jul;44(6):141-9. doi: 10.1016/j.cppeds.2014.01.003. PMID: 24981663.*