

The Society of Psychologists in Management (SPIM) and  
The Society of Consulting Psychology (SCP) present:



LEVERAGING PSYCHOLOGICAL SCIENCE TO IMPROVE THE WORKPLACE

## 2019 SPIM/SCP JOINT ANNUAL CONFERENCE

Conference Session Submission Instructions

February 6 – 10, 2019

Fort Worth, TX

---

### **IMPORANT SUBMISSION NOTE**

**DO NOT COPY AND PASTE YOUR RESPONSES FROM MICROSOFT WORD.**

Your responses will be garbled due to the formatting of Word. Please type your responses to the call for proposals **directly into the online submission form** or type them into your computer's **NOTEPAD app**, then copy and paste your responses into the online submission form. You can also copy and paste your responses from Word into Notepad, and then copy and paste into the online submission form – this removes the Microsoft Word formatting.

---

This document contains summarized information for submission of a proposal for a conference session at the SPIM/SCP 2019 Conference. A second document, the *CE Eligibility Checklist*, contains much more detailed information about preparing your proposal to be eligible for Continuing Education (CE) units; please review it in full prior to submitting your proposal.

Each proposal submission will indicate whether it wants to be evaluated for CE eligibility for the American Psychological Association (APA), the International Coaching Federation (ICF), or Society for Human Resource Management (SHRM). A proposal may elect to apply for multiple, just one, or none of those designations. In order to increase appeal to conference attendees, presentations which are CE eligible will be given priority in deciding which proposals to accept.

The information contained within this document and the *CE Eligibility Checklist* represents the requirements from the American Psychological Association's (APA) and the International Coaching Federation (ICF). It is our hope that by using these documents, your proposed program and learning objectives will more closely conform to APA's and ICF's CE proposal requirements.

*Note: we are currently working to incorporate requirements for SHRM; we will update this document and the online submission form as soon as we have the necessary information. If you submit prior to those updates, we will reach out to you directly to gather any additional information.*

### *Title of Presentation*

The title should balance “flair” (i.e., providing an enticing and exciting title) with “function” (i.e., being descriptive enough so that participants can determine what they will gain from attendance).

### *Lead Presenter Information*

The lead presenter is the individual who will be listed as the primary speaker/author of this session and should be the key contributor to the session. In addition, this individual will act as the main point of contact for communications with the conference planning committee, including signing the Speaker Agreement and working with the Continuing Education and Programming Teams to address necessary changes and updates to the session. Please provide this individual’s name, degree, and organizational affiliation (as you would like it to appear in conference materials, such as the agenda), as well as his/her occupation/title, years of experience, and an email address to be used for correspondence about the session. Finally, a resume or curriculum vitae must be uploaded (a biographical statement will not suffice; CV format preferred).

### *Co-Presenter(s) Information*

Please provide information for each co-presenter for your session including the individuals’ names, degrees, and organizational affiliations (as you would like them to appear in conference materials, such as the agenda). Co-presenters are individuals who will be in attendance and have a speaking part during the session (with the exception of poster presentations). Please note, in order to earn CE eligibility, we strongly suggest that no more than four presenters for workshops and three presenters for other sessions (including the lead presenter) be included. Sessions that are eligible for CEs will be given priority in the selection process. Finally, a resume or curriculum vitae (CV preferred) must be uploaded for each co-presenter in order to be CE eligible (a biographical statement will not suffice).

### *Selection Criteria:*

Criteria for each type of submission are listed below. Proposers are encouraged to review the Is conference theme when developing their proposals, as those proposals that best reflect the theme will be given priority in the selection process. Proposers do not need to be members SPIM or SCP to submit a proposal.

**Workshops, Concurrent Sessions, and Panel Presentations** will be evaluated on the following Criteria:

- Topic relates to the conference theme or is a current important issue for Society members
- Proposed session will address the professional development needs of either beginning, transitioning, mid-level, or experienced practitioner audience
- The presentation is rigorous and research-based and/or reflects best practice
- Presenters are knowledgeable, experienced, and credible

- Presentation content and style is interesting, informative, professional, and engaging
- The session applies experiential and interactive learning methods
- Overall quality of the proposal is high and offers applicable knowledge
- Sessions can fit into the designated timeframe (concurrent and panel presentation sessions 60-90 minutes, workshops four or eight hours)
- Proposal aligns well with other scheduled programs

**Poster Submissions** will be evaluated using the following criteria:

- Posters will be considered from any experience level, whether submitted by a current student or very experienced professional
- Topic relates to the conference theme or is a current issue for Society members
- Poster can be adapted to address the needs of beginning, mid-level, transitioning, and experienced audience members
- The presentation is based on empirical or qualitative analysis, pilot, or case studies
- Stand-alone literature reviews will not meet the acceptance criteria
- Overall quality of the proposal is high and offers applicable knowledge

### *Proposal Type:*

We encourage you to submit a proposal for the following presentation types. Only one can be selected.

1. **Workshops** are in-depth breakout and skill building sessions. They are either four or eight hours in duration and should include a blend of lecture and other learning methods.
2. **Concurrent Sessions** are breakout sessions consisting of lecture style presentations, best practice reviews via case study, or skill building opportunities with hands-on learning activities. They are 90 minutes in duration.
3. **Panel Presentations** allow seasoned professionals to come together to present work they are doing, share their experiences or insights, and engage in discussion with session attendees. Proposals should include the names of all planned panel presenters. Sessions will last 90 minutes.
4. **Poster Presentations** provide an opportunity for both students and professionals at all levels to showcase their qualitative or quantitative research during a poster gallery walk. At least one of the authors of the poster must be present during the poster session to discuss their work and answer questions.

### *Session Purpose:*

This year, in order to appeal to our diverse audience, we would like to see a mix of research-based, best practice/case study-focused, and skills-building/practical sessions. As you design your proposal, please select one of the following categories to describe your approach:

- **Academic Insights Sessions** are lecture-based and focus on sharing the latest research, innovations, and data within our field.
- **Application Sessions** are opportunities for practitioners to share best practices and/or review case studies with their audience. This is the chance for the presenter to speak about his/her own experiences and lessons learned. Of particular interest would be practitioners who can share

start-to-finish descriptions of interventions (e.g., organization-wide culture change, team-building work, change management projects, etc.). Presenters could also share how they applied a specific tool, model, intervention approach, etc. to a real-life problem and the outcomes they observed.

- **Skills-Building Sessions** are intended to be interactive working sessions during which the attendees engage in group discussions and problem-solving around a topic (e.g., challenges of increasing diversity within organizations, techniques to build leadership buy-in, etc.); they learn a new skill during the session (e.g., how to contract with a new coaching client, process facilitation, etc.); or learn about a tool and how to use it (e.g., a new engagement survey, using a specific assessment tool with a team, etc.).

### *Target Audience*

We know that our attendees have different needs based on their level of experience within the field. In particular, we appreciate that an individual who is looking to transition into consulting, or early in their career, will face unique challenges and learning needs relative to those who are more seasoned. While anyone is welcome to join a session, APA requires that speakers select 1 – 2 (at most) of the target audience populations listed below:

- Students
- Post-Doc/Early Career
- Transitioning Psychologists
- Mid-level Psychologists (by experience – 7 – 14 years)
- Senior-level Psychologists (by experience – 15+ years)

This year, we also hope to have a full line-up of opportunities for early career and transitioning psychologist attendees, and submissions for sessions targeted to those audiences are strongly encouraged.

### *Skill Level*

This is NOT the same as identifying your target audience (above). Instructional skill level refers to the technical and conceptual skill level at which the material will be presented and is relative to the target audience. It is akin to asking if your session would be considered a beginner, intermediate, or advanced session for your selected audience.

The more conceptual or technical the skills and vocabulary your audience requires to maximally benefit from your session (i.e., the greater the prerequisite knowledge or skills), the more likely your session is to move from a beginner level session to an intermediate or even advanced one. Note that any level may be appropriate for a given target audience since a "beginner instructional skill level" session for students looks distinctly different from a "beginner instructional skill level" session for senior consultants. Typically only ONE instructional skill level will apply. In some instances TWO may be appropriate (especially for longer sessions), provided supporting rationale is provided. However, a session will **not** be approved for CEs if all three levels are selected.

- Beginner
- Intermediate
- Advanced
- N/A – Poster submission

## Track

In order to better align the material with the diverse interests of our members, this year we are asking submissions to be classified in one of these four tracks. Please select the one track that best represents the session.

- Internal Consulting
- External Consulting
- Coaching
- Psychologists as Managers and Leaders

## Audience Engagement

Please select up to three key learning methods that will be used during your session. While other methods on this list might be used, the purpose here is to identify the techniques that will make up the majority of the session. Next, provide up to a 100 word explanation for how you will use the learning methods below (and any others) during your session to engage your audience:

- Lecture
- Case Studies
- Small Group Discussion
- Panel Discussion
- Large Group Discussion
- Hands-on Activity/Role Playing
- Pre-reading Discussion
- Video
- Poster Submission
- Other (Please describe)

## Brief Session Abstract

Please provide a brief 50 – 75 word abstract. This will be used in the conference program.

## Session Outline

Please provide a 275-1000 word outline of the session content and the participants' experience. This should review the content that will be included and how the presenters will engage the audience. It should also include the approach the presenters will use to ensure (as much as one can) the session will meet the learning objectives. Please be specific.

## Alignment with Conference Theme

This year, we will be highlighting the latest research and best practices of **Leveraging Psychological Science to Improve the Workplace**. In 50 words or less, please provide an explanation of how your session aligns with the theme. Please be specific.

## Learning Objectives

Please submit learning objectives for the session. The learning objectives are very important in determining CE eligibility (Reminder: sessions that meet CE eligibility will be given priority in the selection process).

- 3-4 for a session that is under four hours long (most sessions will fall into this category)
- 4-5 for a session that is five to six hours long
- 5-6 for a session that is seven to eight hours long

Learning objectives must be observable, quantifiable, and focused on what attendees will be able to do as a result of attending the session that will ultimately better serve the public and enhance the profession. Acceptable learning objectives clearly identify the broader contributions that might support the welfare of the consumer and the Society by addressing ethical and regulatory implications associated with successful business practice. Learning objectives must also be quantifiable, such as "List at least three," or "Describe at least two ways..."

Please see the *CE Eligibility Checklist* for more detailed information on writing properly worded learning objectives, including examples of using quantifiable action verbs (e.g., "Describe at least three" or "Compare and contrast") vs. inadequate and vague language (e.g., "will understand" or "will know").

### *Section D Criteria*

In order to be CE eligible, submitters must select **one** of the "Section D" criteria (below) and provide a brief description (up to 100 words) explaining how the session will meet that criteria. Please review and select the appropriate "Section D" criterion. See the *CE Eligibility Checklist* for more detailed information concerning "Section D" criteria. Pick only ONE:

- Criterion 1.1 Program content focuses on application of psychological assessment and/or intervention methods that have overall consistent and credible empirical support in the contemporary, peer-reviewed scientific literature beyond those publications and other types of communications devoted primarily to the promotion of the approach.
- Criterion 1.2 Program content focuses on ethical, legal, statutory, or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.
- Criterion 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

### *Current Literature References*

Please provide three (or more) current (within the last 10 years) empirical or peer-reviewed literature references from the scholarly literature (i.e., generally textbooks are not acceptable) in support of your session's content or concepts. If included references are authored or co-authored by the session presenter(s), please be sure to note this as a potential conflict of interest later in this application. For more details about what does and does not qualify for literature references, see the CE Guidelines.

### *Full Disclosures of Commercial Support, Conflicts of Interest, and Financial Gains*

Presenters are not permitted to advertise products or solicit business as part of their sessions or presentations. They are also required to disclose possible conflicts of interest or secondary financial gains. While financial gains (including speaker fees) or conflicts of interest (e.g., being an event sponsor or having a book or product coming on the market) do not necessarily preclude a session from being CE eligible, all potential conflicts of interest or financial gains must be disclosed. If a conflict or financial gain does exist, please explain how it will be managed so that it does not interfere with the presenters' ability to present, and that it will not unduly influence audience members.

### *Audiovisual Needs and Room Setup Preference*

Please select all audiovisual needs for the proposed session, as well as the preferred room setup. Please note that the conference planning committee will make every effort to accommodate requests; however, it might not be possible to meet every preference or request.

### *ICF Core Competencies (to be filled out only if applying to be ICF CCE-eligible)*

Of the four ICF Core Competencies, a CCE-eligible session should **discuss at least 2**:

- Setting the Foundation
- Co-creating the Relationship
- Communicating Effectively
- Facilitating Learning and Results 8. Creating Awareness

### *Target Coaching Audience (to be filled out only if applying to be ICF CCE-eligible)*

CCE sessions should have a target coaching audience, if appropriate. Which coaching specialties are present within this program?

- Business/Organizations
- Career/Transitions
- Coaching other coaches
- Executive coaching

### *Coaching Credentials (to be filled out only if applying to be ICF CCE-eligible)*

Coaching credentials are *not* required in order to be eligible for ICF CCE units, however, we do need to report each presenters' educational background, and coaching and other relevant credentials to ICF.

### *Program Materials (to be filled out only if applying to be ICF CCE-eligible)*

If you will be providing handouts or other materials to participants, you will include a description of them and upload copies of what you will hand out.