



SPEAKER HANDBOOK

SGNA 51st Annual Course

May 9-11, 2024

Louisville, KY

IMPORTANT DEADLINES:

By October 20, 2023 all speakers are required to:

1. Submit required speaker information by completing the survey distributed within your invitation to present (also linked [here](#)).

By November 20, 2023 all speakers are required to:

2. Submit required session information by emailing your completed session grid (example found on page 4) to Kiana Coffey at kcoffey@sgna.org.
 - o The submitter of the abstract you're affiliated with should also submit the session description, subject area, and audience level.
 - o If you need assistance submitting your information, please contact Kiana Coffey at SGNA Headquarters: kcoffey@sgna.org.

Note: This information is required for ABCGN to determine GI-specific contact hours. Please make every effort to submit the information by the deadline.

By February 20, 2024 all speakers are required to:

1. Send your syllabus materials (i.e., presentation slides, PDFs, any supplemental presentation materials, etc.) to be distributed to all course attendees to Kiana Coffey (kcoffey@sgna.org).
 - o SGNA must submit all session syllabus materials to our vendors by March 2024.
 - o What you submit in February is not final. You can change the presentation as much as you would like leading up to the Annual Course. However, the syllabus materials we receive in February will be uploaded to the website for attendees to access prior to and during the Annual Course.

After the Annual Course

Your honorarium check will be mailed in June 2024 to the address you submitted in the survey within your speaker invitation. Evaluation results for your session will be sent via email by August 2024.

SGNA Speaker Handbook

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Society of Gastroenterology Nurses and Associates, Inc.

SGNA 51st Annual Course

May 9-11, 2024

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SGNA’s Mission

The mission of SGNA is to advance the science and practice of gastroenterology and endoscopy nursing through education, research, advocacy and collaboration, and to provide professional development opportunities for gastroenterology nurses and associates in an atmosphere of mutual support.

SGNA's 51st Annual Course Goals

The goals of the SGNA 51st Annual Course are to:

1. Enrich participant’s knowledge in current and emerging diagnostic and therapeutic techniques in gastroenterology/endoscopy to transform and advance the professional practice of gastroenterology nursing.
2. Promote a collaborative environment amongst GI nurses, associates, and providers to cultivate a diverse and inclusive continuum of patient care.
3. Foster gastroenterology/endoscopy nursing practice changes based on evidence-based practice, professional development, research and innovation.

Required Session Information

The submitter of the original abstract for your session is required to submit session information via email by no later than **November 20, 2023**. This deadline is important for both the contact hour approval process and creating SGNA's promotional materials.

Each session is required to submit the following items which will appear in the Program Guide:

1. Intended Audience Level

- The intended audience level indicates the target audience for the session.
- Options are: Novice, Competent, Expert (definitions on page 6)
- SGNA wants to ensure that the attendee is receiving information applicable to the expected audience level when choosing a specific session.

2. Session Subject Area

- The session subject area indicates the main educational content focus for the session (disease, operational management, emerging technology, etc.).
- Options are: Disease, Procedure Skills, Subspecialty, Infection Prevention, EBP/Research, Operational Management, and Other
- SGNA wants to ensure that the attendee is receiving the content they expect to receive when attending a specific session.

3. Session Description (not to exceed 80 words)

- The session description reflects the content that the presenter will address during the session.
- SGNA wants to ensure that the session description accurately describes what the attendee will learn during the session.

4. Session Objectives as they will appear to SGNA and ABCGN.

- ABCGN reviews each learning objective grid (example on page 4) to determine the GI-specific contact hour(s) of your session.
- At least two references should be included (example on page 4).

NOTE: This is especially important to complete by **November 20, 2023** as the GI-specific contact hour(s) are included in the Program Guide!

Example Learning Objective Grid

Learning Objectives <i>At end of presentation, the learner will be able to...</i>	Content outline	Time Frame (in minutes)	Presenter	Teaching methods/ Learner Engagement Strategies
Identify Resources for reprocessing flexible gastrointestinal endoscopes	SGNA Practice Guidelines , Multi Society Guideline, APIC standards, OEM	10 mins	Julie Smith, CGRN	Lecture, Q & A, small group discussion
List the steps for the proper reprocessing of flexible gastrointestinal endoscopes.	All steps in reprocessing flexible GI endoscopes	40 mins	Barb Jones, CGRN	Lecture, Hands on practice, Case studies
Describe resources for additional information	SGNA, CDC, Multi-society Guideline, OEM	5 mins	Barb Jones, CGRN	Small group discussion
Examine opportunities to incorporate information into practice	Individual facility practices	5 mins	Julie Smith, CGRN	Self-reflection, small group discussion
Cite at least two evidence -based references used for developing this activity.	<ul style="list-style-type: none"> - Day, L. W., Muthusamy, R., Collins, J., Kushinar, V. M., Sawhney, M.S., Thosani, N.C. Wani, S. (2021) Multisociety guideline on reprocessing flexible GI endoscopes and accessories. <i>Gastrointestinal Endoscopy</i>, 93(1), 11- 33e. - Society of Gastroenterology Nurses and Associates, Inc. (2018). Standards of infection control in reprocessing of flexible gastrointestinal endoscopes. Chicago, IL: Author. - Centers for Disease Control and Prevention (CDC). (2017a). Essential Elements of a Reprocessing Program for Flexible Endoscopes – Recommendations of the Healthcare Infection Control Practices Advisory Committee. Retrieved from https://www.cdc.gov/hicpac/recommendations/flexible-endoscope-reprocessing.html 			

Publishing Abstracts

Gastroenterology Nursing

SGNA publishes all accepted abstracts in the *Gastroenterology Nursing Journal* (GNJ) in 2024. We submit the abstracts we have received to GNJ for layout and print. Any insufficient or absent abstracts will be omitted. Please review the abstract you submitted and make sure it is what you would like printed.

- ✉ If you would like to make any changes, please email your new version to kcoffey@sgna.org.
- ✉ All abstracts MUST be less than 200 words.

Please feel free to call or e-mail Kiana Coffey at SGNA Headquarters with any questions: **312-673-5567** or kcoffey@sgna.org.

51st Annual Course Key Contacts

Program Committee Chair
Sarah Stainko, MSN FNP-C
sstainko@IUHealth.org

Program Committee Co-Chair
Dee Tilley-Mira, RN CGRN
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SGNA Education Coordinator
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SGNA Associate Executive Director of Clinical Affairs
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Guidelines for Faculty Presentations

1. Presentation content should not be in conflict with current SGNA policies or positions.

Example: If you are presenting on endoscope reprocessing, be sure to check the SGNA Standards and Guidelines on the [SGNA website](#) for SGNA's current guidelines related to reprocessing and infection prevention. If you experience difficulty accessing SGNA's Standards and Guidelines, please reach out to Kiana Coffey at kcoffey@sgna.org.

If you have a question on how your presentation may or may not be in conflict with a current SGNA position or guideline, contact a Program Committee member or SGNA Headquarters.

2. Content should be generic and focused on concepts.

2.1 The content or format of an accredited continuing education activity or its related materials must promote improvements or quality in nursing and health care.

2.2 Exhibiting, promoting and selling products may not take place during an educational activity.

2.2.1 *If your presentation includes information on endoscopes, no one manufacturer should be promoted or discussed over another.*

2.2.2 *If you are referring to a product that is the only of its kind on the market, refer to it in a generic manner. i.e. instead of 'Spyglass', use 'Direct Visualization System'*

2.3 All materials used for the accredited continuing education activity must be free from commercial bias.

2.3.1 Slides, handouts or other materials presented to the learner must not display any logos or other trademarks of an ineligible company. Ineligible companies are those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

2.4 Presentations must give a balanced view of therapeutic options (i.e., use of generic names vs brand names). If the accredited continuing education material or content includes trade names, when available, trade names from several companies should be used, not just trade names from a single company.

2.5 SGNA policy specifies that products or services are never endorsed.

2.6 Notify learners if the presentation mentions any product used for a purpose other than that for which it was approved by the FDA.

3. Disclose any relevant financial relationships at the beginning of your presentation, if applicable.

Anyone with a financial relationship must disclose this fact. Disclosure includes the name of the ineligible company the financial relationship is with and that the relationship was mitigated. If you do not have a relevant financial relationship, you are not required to disclose that you do not.

4. Indicate the experience level for which your presentation is intended.

This will help attendees select sessions to meet their needs and expectations. Experience levels are largely based on Benner's Stages of Clinical Competence.

Novice: Beginners have had no experience of the situations in which they are expected to perform. Novices are taught rules to help them perform.

Competent: Competence, typified by the nurse who has been on the job in the same or similar situations two or three years, develops when the nurse begins to see his or her actions in terms of long-range goals or plans. The conscious, deliberate planning characteristic of this level helps achieve efficiency and organization.

Expert: The expert performer has an enormous background of experience and has an intuitive grasp of each situation. The expert operates from a deep understanding of the total situation. His/Her performance is highly proficient.

Reference: Benner, P. (1984). From novice to expert: Excellence and power in clinical nursing practice. Menlo Park: Addison-Wesley, pp. 13-34.

5. Teaching methods/ Learner Engagement Strategies

The engagement of learners in the educational activity is a key to achieving successful learning outcomes. This can include but is not limited to; integrating opportunities for dialogue or question/answer during or at the conclusion of a learning activity, self-check or reflection questions, case study analysis, and opportunities for problem based learning.

6. Presentation

6.1 Rehearse your presentation.

6.2 Dress appropriately and professionally for your presentation.

6.3 Check with the audience to ensure you can be heard throughout the session room.

6.4 Please allow time for question and answer with the attendees after your content has been presented. After an attendee has asked a question, please repeat the question for the entire audience to hear.

NOTE: All speakers will receive a speaker badge to display their name and credentials. Note that this does NOT serve as an attendee badge. If you would like to attend any educational courses or events, please register for the Annual Course as an attendee.

Tips for Preparing Effective Visual Aids

Remember that audio/visual tools are used to supplement your presentation and reinforce key points. Be sure to keep this in mind when designing your slides.

General information for visuals

1. Proofread your slide content. Be sure that you are comfortable with both the content and the accuracy before submitting your presentation materials.
2. Design images so that information to be presented is centered on the image area of the screen. Make letters and numbers as large as possible so they are visible to attendees farthest from the screen.
3. Large letter height is advised. Use a maximum of 5-6 words per line and a maximum of 4 lines of copy per slide. For optimum effect, use 10 or fewer words on a slide. Use strong, bold, sans serif typefaces (such as **Arial**) for reading ease.
4. Avoid using all upper case as they are difficult to read. Provide ample spacing between words and letters.
5. Keep word choices simple. Use active words, short sentences. Projected images should reinforce spoken words.
6. Use illustrations and drawings whenever possible to keep visuals should be crisp and dynamic.
7. Use vibrant colors. Use a striking contrast between words, graphics and background.
8. All images must be in a **HORIZONTAL** or **LANDSCAPE** format. This allows for a maximum size.
9. Special requirements
 - a. If you require sound to be used from your computer file, please make sure to test the audio/video clip before your presentation and indicate this in your A/V Request.
 - b. If you require a specific room set-up, please include this in your A/V Request.

Note: Concurrent Sessions will be set up in theater or classroom style. Other room setups are limited to pre-conference workshops, including sessions with equipment.

SGNA will provide the following:

- A laptop, the projector and cables. This is **NOT** a personal laptop for each speaker, but rather a laptop for each session room.
- Pre-loaded presentations on each laptop. Please bring a backup thumb drive with you.

Note that the laptops provided are **PC laptops**. If you have a Mac or iPad and plan to use it instead of the provided computer, you are responsible for bringing the appropriate connector.

NOTE: Faculty reimbursement for the cost of producing audio-visual material such as slides, videos, etc. is NOT allowable per SGNA policy.

Syllabus Preparation Guidelines

Submission for course syllabus

Syllabus material should be informative. The material should cover the basic ideas and data presented during the lecture. Please do not submit a sketch outline or a verbatim script of your presentation.

Eight (8) pages per contact hour of the presentation are allowed.

Example: A session offering 2.00 contact hours will be allowed 16 syllabus pages, or a maximum of 132 slides.

Manuscripts that exceed this limit will be returned to the author for modifications.

Submitted presentations will be formatted to 6-slides per page.

SGNA will provide a standard cover sheet in the syllabus, listing the title, session code, speaker(s) name and email, and the learning objectives for the session, as submitted electronically. We will reproduce your slides directly from the electronic file you upload.

SGNA will format the handout version of your presentation as your syllabus material. PowerPoint presentations will be provided as 6 slides per page unless otherwise noted.

Please keep in mind when creating your presentation:

1. **Font design** - when submitting electronically, please use **Arial** or **Times New Roman** font. Other fonts may not transfer properly between various computers.
2. **Proofreading** - Your syllabus material will NOT be proofread, edited, or rewritten by SGNA. Any errors in your original pages will appear in the published syllabus.
3. **Reference citations** - each manuscript must include at least three current (within 5 years) reference citations related to the topic.
4. **Email Kiana Coffey at kcoffey@sgna.org to submit your materials to SGNA Headquarters.**
Please contact SGNA Headquarters if you need assistance.



NOTE: No copying facilities for syllabus or other handout-type material will be available on site courtesy of SGNA. All written materials – objectives, diagrams, reprints, etc., must be contained in your syllabus materials.

Reproduction and distribution of any materials not submitted to SGNA HQ to be in the syllabus will be at your own expense.

Any questions regarding content or policies:

Kiana Coffey

312-673-5567

kcoffey@sgna.org

EXAMPLE SLIDES



The Power from Within
SGNA 50th Annual Course

SGNA

**Making your
Message Stick:
The art of
storytelling**

Cindy Friis, MEd BSN RN NPD-BC
Lisa Heard, DNP RN CGRN CPHQ CPPS

Disclosures

The presenters have identified no relevant financial relationships with ineligible companies whose products are related to the program content.

Accreditation Statement

The Society of Gastroenterology Nurses and Associates, Inc. is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's (ANCC) Commission on Accreditation.



Learning Objectives

1. Explore opportunities to incorporate storytelling.
2. Identify techniques to best articulate a story to get your message across.
3. Examine ways to determine if the story has made an impact and garnered anticipated results.



- ✓ Title and Presenter name
- ✓ SGNA Annual Course template
- ✓ Relevant Financial Relationship disclosed
- ✓ Objectives of session clearly stated
- ✓ Readable, clean font

Release Statements and Disclosure

Complete online through the [survey](#) within your speaker invitation.

I. **COPYRIGHT RELEASE**

As a presenter of an accredited continuing education session at SGNA's 51st Annual Course, I will obtain written permission to reprint copyrighted material from the copyright holder. I will also include the permission statement on the syllabus materials I submit for this educational session. My signature below indicates that I agree to assume complete responsibility for meeting copyright law provisions.

II. **PRESENTATION RELEASE**

Throughout the year SGNA reviews Annual Course presentations to be used as potential online learning modules. Offering online education is a great way to increase the knowledge of SGNA members unable to attend the in-person course, as well as the larger gastroenterology and endoscopy community.

RELEASE STATEMENT

As a presenter at SGNA's 51st Annual Course, I give SGNA permission to use my presentation and to make copies available online for purchase to SGNA members and associates of this organization after the conference.

III. **FACULTY FINANCIAL RELATIONSHIP DISCLOSURE DECLARATION**

It is the policy of the Society of Gastroenterology Nurses and Associates, Inc. (SGNA) that all faculty participating in any SGNA accredited continuing educational program disclose any financial relationships with ineligible companies. Relevant financial relationship disclosure will be provided prior to the start of the program.

Relevant financial relationships include a speaker having a relationship with an *ineligible company (i.e., companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients). Some examples of relationships are employee, researcher, consultant, advisor, speaker, independent contractor, royalties or patent beneficiary, executive role, and ownership interest.

It is not the intent of this policy to prevent a speaker with financial relationships from making a presentation. However, it is imperative that these relationships be identified and mitigated to ensure the integrity of the content to protect our learning environment from industry influence.

Additionally, any impropriety or perceived impropriety between the official activities of SGNA and paid or unpaid activities for other professional organizations will be evaluated.

** Examples of ineligible companies include but are not limited to device manufacturers or distributors, diagnostic labs, pharmaceutical companies.*