

## Section on Women's Health Regional Course Review Process

1. A Request for Proposal will be posted on the website. Reminders will also be sent out in various formats (e-mail, newsletter) to SOWH members and other potential outside speakers.
2. Speakers with ideas for new courses will have to complete the entire application process while current course speakers will only have to submit their intentions for the following year (# of courses wished to be taught, requested speaker level).
3. Once proposals are received by the Director of Education, they will be screened to ensure they are complete. If they are not complete, the applicant may be asked for additional information.
4. The Director of Education will forward all applications to members of the Regional Course Committee.
5. All reviewers will complete the score sheet prior to CSM. The score sheet should include a numerical score for each section of the application to be given by the reviewer based on the strength of each section and room for comments/suggestions.

| <b>Score</b>   | <b>Quality</b> | <b>Recommendation</b>                    | <b>Questions/Revisions</b>   |
|----------------|----------------|--|------------------------------|
| <b>90-100</b>  | Excellent      | Definitely should be scheduled           | Minor, if any                |
| <b>80-90</b>   | Strong         | Should be considered for scheduling      | Minor                        |
| <b>70-80</b>   | Good           | Could be considered for a trial course   | Will probably need revisions |
| <b>60-70</b>   | Mediocre       | Not to be scheduled without revisions    | Major                        |
| <b>&lt; 60</b> | Weak           | Should not be scheduled through the SOWH | Would require rewrite        |

6. At CSM, the Regional Course committee will prioritize scheduling for the following year based upon the applications. A tentative roster of courses will be discussed at a BOD meeting at CSM with further suggestions taken into consideration.
7. All applicants will be notified by March 30<sup>th</sup> for the following educational year. The educational calendar runs from January 1 through December 31 of the respective year.

# Section on Women's Health Regional Course Review Process

## Proposal for New Regional Course Offering

Please forward electronically to Section on Women's Health, Director of Education at [education@womenshealthapta.org](mailto:education@womenshealthapta.org).

### Schedule:

| Date               | Action   |
|--------------------|--|
| January 1          | Applications due   |
| January 15         | Applications sent to regional course committee                                   |
| Feb (prior to CSM) | e-mail or conference call committee to discuss new courses and SOWH course needs |
| Feb (CSM)          | Roster for course offerings reviewed by BOD                                      |
| March 30           | Applicants notified  |

Deadlines reflect teaching opportunities for courses to be held one year later (Example: Applications received on or before January 1, 2010 will be considered for the 2011 calendar year).

### SOWH Regional Courses Philosophy:

1. To offer high quality, high value and evidence-based continuing education forums
2. To offer topics of current interest in women's health that facilitates the clinical skills and professional development of the membership in this area.
3. To offer clinical training in areas that are in accordance with the Description of Specialty Practice

Courses should reflect the language and content of the Guide to Physical Therapist Practice, Second Edition (Phys Ther 2001; 81:9-744). Content should include current knowledge and/or skills as outlined within the Description of Patient/Client Management (Part One) and/or the Preferred Practice Patterns (Part Two) in the Guide and must be based on appropriate referenced scientific evidence. All courses must reflect evidence in practice. Evidence-based practice is the integration of best research evidence with clinical expertise and patient values. Please address 1) the current evidence, where it exists, 2) the need for further research, and 3) areas of controversy in the literature. Personal experience or hypotheses should be clearly labeled as such.

Identify learning objectives and participant level; use a variety of teaching and learning strategies that encourage participants' active learning (eg, panel discussions, questions and answers, interactive exercises, demonstrations, labs); and identify areas of controversy and the need for further research. Methods of presentation should encourage active audience participation.

**Speaker Name and Credentials (please attach CV):**

**Course Objectives:**

**Course Description:**

**Teaching Methods:**

**Target Audience/Level:**

**Format of course (lecture, lab, combination) and total number of contact hours requested:**

**Reference List:**

# SOWH Regional Courses Score Sheet

Speaker(s): \_\_\_\_\_

Name of Course: \_\_\_\_\_ Reviewer/date: \_\_\_\_\_

| Component  | Value | Score |
|--|-------|-------|
| <b>Section 1. Speaker CV</b>   |       |       |
| <b>Section 2. Course Description</b>   |       |       |
| 1. Speaker credentials show evidence of prior teaching experience and relevant clinical experience in area   | 20    |       |
| 2. Course objectives are clearly identified and at an appropriate level for the specified audience.  | 20    |       |
| 3. Teaching methods are appropriate for the objectives (i.e. lab activities if psychomotor objectives, lab sessions are clinically relevant)       | 20    |       |
| 4. Course is evidenced-based   | 20    |       |
| 5. Member preference i.e. based on course evals and other surveys we have determined that there is strong member interest in this particular topic | 20    |       |
| Comments:  |       |       |
|  |       |       |
|  |       |       |
| Section 2 Score  | 100   |       |

**Please summarize the overall strengths and weaknesses of this proposal:**

**Strengths**

**Weaknesses**

|  |  |
|--|--|
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