

ATTACHMENT A-1
Vested Interest Form

Name: _____ (Check all that apply)
Title of Conference: _____ Lead
Title of Activity: _____ Planner (____ target audience/____ expert)
Date of Presentation: _____ Presenter

Vested Interest

I. Have you received anything of value from a commercial supporter, which may be perceived as direct or indirect interest in the subject(s) you are addressing in this education activity?
____ NO ____ YES – List the commercial supporter _____

II. If there is a commercial supporter, please describe your relationship:
____ speaker's bureau ____ major stockholder ____ shareholder
____ consultant ____ large gift(s) ____ grant/research support
____ no relationship ____ other, please describe: _____

How will conflict of interest be resolved? _____

III. Describe professional experience or areas of expertise (including publications) related to the involvement in continuing education.

IV. Identify how you took part in the planning and evaluation of this activity:
____ planned objectives/content ____ reviewed evaluation summary
____ planned time frame ____ will utilize evaluation to revise presentation as needed
____ planned teaching strategies
____ attended committee meetings ____ other _____

V. Presenter: During your presentation, will you include discussion of an unlabeled or the investigational use of a product, device or drug that has not been approved by the FDA, for the use being presented in this education activity?

____ NO ____ YES *Explain: _____

*If yes, you must disclose this information during your presentation. Select which method:

____ handouts ____ audiovisuals ____ verbally, during presentation ____ other _____

*How will conflict of interest be resolved? _____

Signature

Date

Biographical Data Form
Do not attach any additional material.

Name: _____
Name and Degrees

Home Address: _____
Number and Street

_____ City, State, Zip

Business Address: _____
Employer, Name/Department

_____ Number and Street

_____ City, State, Zip

Phone: _____

E-Mail: _____

Present Position: _____
(Title and description)

Education (include basic preparation through highest degree held):

<u>DEGREE</u>	<u>INSTITUTION</u> (name, city, state)	<u>MAJOR AREA</u> of <u>STUDY</u>	<u>YEAR</u> <u>DEGREE</u> <u>AWARDED</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SAMPLE A-2 FORM

Department of Mental Health
 Division of Professional Development
 ATTACHMENT A-2

Title of Conference: _____ Contact Hours: 1.5

Title of Activity: _____

Total number of minutes of training **90** All sessions must be at least 60 minutes; thereafter, credit is awarded in increments of at least 30 minutes, i.e. 60, 90, 120.

Objectives	Time Frames	Presenter(s)	Teaching Strategies/Resources	Evaluation Tool	Evaluation Category
<p>Begin objectives with action verbs, i.e. discuss, explain, define, list, demonstrate, etc. Content should be in outline form.</p>	<p>Provide a time frame for each objective.</p>	<p>List presenter(s) for each objective.</p>	<p>List teaching strategies by each presenter for each objective. List audio visuals needed for each presenter.</p>	<p>Select evaluation method to be used to evaluate this activity.</p>	<p>Select the most appropriate evaluation category for this activity.</p>
<p>At the end of this activity the participant will be able to:</p> <p>Objective 1: Explain how the dementia daycare model is a useful mode of care delivery to dementia patients & respite provision to caregivers</p> <p>Content for Objective 1: I. Components of dementia daycare II. Psychological benefits to dementia patients III. Psychological benefits to caregiver</p>	<p>30 minutes</p>	<p>Daniel Smith for all objectives</p>	<p>Lecture, PowerPoint slides for all objectives</p>	<p>____ Post Test</p> <p>____ Structured Interview</p> <p>____ Attitude Scale</p> <p>____ Direct Observation of Skill Performance</p> <p><u>X</u> Other (Written Evaluation)</p>	<p><u>X</u> Learner Satisfaction</p> <p>____ Knowledge</p> <p>____ Skill and Attitude Change</p> <p>____ Change in Practice</p> <p>____ Other</p>

<p>Objective 2:: Apply a model of caregiving in which new or hidden talents in dementia patients are sought and developed Content for Objective 2: I. Socialization II. Sense of community among participants III. Utilization of art therapy</p> <p>Objective 3: Recognize cognitive changes and disease progression as evidenced by changes in dementia patients' artwork Content for Objective 3: I. Comparison of artwork during different stages of disease II. Evaluation of complex thought and skills through examples of artwork III. Review of examples of retrogenesis as seen in primitive work samples</p> <p>Evaluation:</p>	<p>30 minutes</p>				
---	-------------------	--	--	--	--

Department of Mental Health
Division of Professional Development
ATTACHMENT A-2

Title of Conference: _____ Contact Hours: _____

Title of Activity: _____

Total number of minutes of training _____ All sessions must be at least 60 minutes; thereafter, credit is awarded in increments of at least 30 minutes, i.e. 60, 90, 120.

Objectives	Time Frames	Presenter(s)	Teaching Strategies/Resources	Evaluation Tool	Evaluation Category
Begin objectives with action verbs, i.e. discuss, explain, define, list, demonstrate, etc. Content should be in outline form.	Provide a time frame for each objective.	List presenter(s) for each objective.	List teaching strategies by each presenter for each objective. List audio visuals needed for each presenter.	Select evaluation method to be used to evaluate this activity.	Select the most appropriate evaluation category for this activity.
<p>At the end of this activity the participant will be able to:</p> <p>Objective 1:</p> <p>Content for Objective 1:</p> <p>I.</p> <p>II.</p> <p>III.</p>				<p>_____ Post Test</p> <p>_____ Structured Interview</p> <p>_____ Attitude Scale</p> <p>_____ Direct Observation of Skill Performance</p> <p>_____ Other</p>	<p>_____ Learner Satisfaction</p> <p>_____ Knowledge</p> <p>_____ Skill and Attitude Change</p> <p>_____ Change in Practice</p> <p>_____ Other</p>

<p>Objective 2:</p> <p>Content for Objective 2:</p> <p>I.</p> <p>II.</p> <p>III.</p> <p>Objective 3:</p> <p>Content for Objective 3:</p> <p>I.</p> <p>II.</p> <p>III.</p> <p>Evaluation:</p>					
--	--	--	--	--	--

Abstract (See Attached Abstract Example)

Workshop Title: _____

(100 words or less – please include references in the space provided on the next page)

This program is derived from the following work(s):

Abstract Example

“The Use of Expressive Arts in Psychotherapy”

Insufficient Response

The use of expressive arts in psychotherapy has a longstanding tradition. Music, dance and other creative arts are valuable additions to successful psychotherapeutic practice. This program illustrates a range of expressive arts and their potential applications in the treatment of emotional distress. Drawing from their extensive clinical experience, the presenters demonstrate a variety of expressive techniques that help open clients to new forms of mental health, adjustment, and optional functioning by helping them to recognize and experience their internal response.

This program is derived from the work of S. Smith, *Clinical Applications of the Expressive Arts* (New York: Stonewall Publications, 2000).

Acceptable Response

The use of expressive arts in psychotherapy has a longstanding tradition. Music, dance and other creative arts are valuable additions to successful psychotherapeutic practice. This program illustrates a range of expressive arts and their potential applications in the treatment of emotional distress. Drawing from the fields of art therapy, dance therapy, and other allied fields of recreational and occupational therapy, this program overviews the historical traditions, current research findings, and practice knowledge that inform the application of arts in psychotherapeutic practice.

This program is derived from the following works:

McNamara and Scott (2000), *Historical Research in Music Therapy*, 3rd Edition.

Douglas, D.B., (2001). Effectiveness of the Expressive Arts in Psychotherapeutic Practice: Documentation of Research in Clinical Practice. *Journal of Arts in Medicine*, 3, 121-134.

Stanford, L.M. and Dickson, E.E. (2001). A controlled study of the effects of expressive arts as adjunctive techniques in psychotherapy. *Journal of Psychotherapy Research*, 33, 211-228.

Note: The insufficient program description draws primarily from presenter experience and only minimal, non-peer-reviewed publications. The acceptable response clearly identifies relevant research literature that supports both the application of the expressive arts and their associated outcomes within relevant clinical contexts.

2nd Annual MACMHC Charting a New Course ~
*Transforming Mississippi's Community Mental
Health System*

Name of Conference: _____

Date(s) of Conference: _____ Tuesday, January 14, 2014 _____

Brochure and Contact Information

Presenter Name: _____

Home Address: _____

Street Name or P.O. Box

City

State

Zip Code

Present Employer: _____

Department: _____ Title: _____

Job Description

Business Address: _____

Street Name or P.O. Box

City

State

Zip Code

Business Phone #: _____ Cell Phone #: _____

Email Address1: _____ Email Address2: _____

Workshop Title: _____

Date of Workshop: _____

Time of Workshop: _____