

This handbook has been prepared to help you develop and present a successful presentation at the AOTA Annual Conference & Expo. The contents should assist you in providing participants with a positive, practical, educational experience and ensuring that your professionalism and expertise are appropriately presented.

# The AOTA Presenter's Handbook

Updated: November 2013

**AOTA**<sup>®</sup> The American  
Occupational Therapy  
Association, Inc.

## Table of Contents

<b>Introduction</b> .....	2
<b>Important Dates and Deadlines</b> .....	3
<b>Presentation Guidelines</b> .....	4
<b>Plan &amp; Prepare</b> .....	4
<b>Involving the Audience</b> .....	5
<b>Questions and Answers</b> .....	6
<b>Presentation Tips</b> .....	7
<b>Making Your Presentation Accessible</b> .....	7
<b>Introducing Evidence into your Presentation</b> .....	9
<b>Evaluating the Evidence</b> .....	9
<b>Finding the Evidence</b> .....	9
<b>Handout Guidelines and Instructions</b> .....	10
<b>Creating your Handout</b> .....	11
<b>Handout Accessibility</b> .....	12
<b>Audio/Visual Equipment</b> .....	13
<b>Preparing a PowerPoint Presentation</b> .....	13
<b>General Guidelines</b> .....	13
<b>Video</b> .....	14
<b>Accessible PowerPoint Presentations</b> .....	15
<b>Presenter Concierge Service</b> .....	16
<b>Presenter Agreement</b> .....	16
<b>Continuing Education</b> .....	18
<b>Copyright Information</b> .....	18
<b>Inclusive Language</b> .....	18
<b>Presentation Resources</b> .....	19

## Introduction

The AOTA Annual Conference offers learning and networking opportunities for occupational therapists, occupational therapy assistants, students, and retired occupational therapists. The sessions have been selected to represent current issues and to share best practices. The mix of general sessions and educational breakout sessions will allow attendees to customize their own experience and to leave the conference with knowledge and tools they can use immediately.

This handbook has been prepared to help you develop and present a successful presentation at the AOTA Annual Conference & Expo. The contents should assist you in meeting these goals:

- Provide participants with a positive, practical, educational experience.
- Ensure that your professionalism and expertise are appropriately presented.

We strive for excellence in each of our programs, and we know you will too. Our staff is on hand to assist you in any way through all phases of program planning and implementation. If you have any questions, please do not hesitate to call on us.

AOTA Conferences Team  
E: [conference@aota.org](mailto:conference@aota.org)  
P: 301-652-6611

Visit the Conference page at <http://www.aota.org/Conference-Events/Annual2014.aspx>

## Important Dates and Deadlines

Important Dates to Remember	
December 12	Registration & Housing opens
February 3	Instructions for submitting session presentation files will be sent to the primary presenter.
February 19	Audio/Visual requests due. <a href="#">Submit your request online</a>
March 5	Early registration ends
March 7	Housing deadline
March 19	Accessibility services request due. Send e-mail to <a href="mailto:AccessibilityServices@aota.org">AccessibilityServices@aota.org</a>
March 19	Session handouts due for attendee access
TBD	Online registration ends
March 24	Due date to submit your session presentation file

Please send your questions to [conference@aota.org](mailto:conference@aota.org) . Include your session number in all e-mail inquiries. Regular updates to Presenters will be provided over the next several months.

## Presentation Guidelines

### Plan & Prepare

Know how much time you have for your presentation and plan accordingly. At the AOTA Annual Conference & Expo, sessions range from 20 minutes to a full day. The length of each session type is listed below:

- Institute—6 hours
  - Workshop—3 hours
  - Posters and Research Work In Progress—2 hour block
  - Short Course & Tech Day—1 or 1.5 hours
  - Research Platform—1 to 1.5 hours ([each paper is 20 or 30 minutes](#))
  - Research Paper—20 minutes with 10 minute Q&A session
- Be sure your presentation covers what your accepted abstract describes and that you address all of your stated learning objectives.
  - Gear your presentation to the “level” (introductory, intermediate, or advanced) you identified in your proposal. However, don’t EVER “speak down” to your audience. You are the identified expert but your audience will listen more intently if they feel a collegial connection with you.
  - State your objectives in the beginning of your presentation and prepare concluding points for the end, before questions and discussion.

### The Message

Decide what your major point is and describe it in the first 2 to 3 minutes of your presentation. This is your essential message that will help your audience understand your presentation in terms of their own setting, patient population, or research interest.

### The Context

Ground your message. Set your major point within a context by explaining where you work, your population—clients, literature review, or data collection procedures. Rather than giving detailed explanations, summarize the important variables you have used that help explain how you arrived at your major point.

Group your facts or points in small bundles with headings that can easily be understood and remembered. Turn a fact into a picture (with either a verbal description or a visual aid) to help the audience visualize what you are saying. Enumerate your points as you make them.

### Expanding the Message

Describe your intervention, research project, or topic area in depth. What were its unique components or procedures? Don't "tell" the audience all about your topic; rather, think about what they would like to hear. The average conference attendee has 6 to 10 years of professional experience and wants to know about interventions that work or what is new on the horizon in terms of professional issues, assessment, intervention, and research.

Consider using [evidence-based research](#) to support your presentation. Does your work/knowledge address a recognized evidence gap?

### Impact and Application

Use your last 5 minutes to emphasize how your procedures, data, or issues will influence the profession. If you have presented preliminary research data, tell the audience what comes next. This is your time to draw conclusions or speculate about what you did, analyzed, read, or experienced.

Because your goal is to interest your audience in your topic, be prepared for questions during the discussion period at the close of the presentation. Since these presentations often leave the audience "wanting more," we suggest that you provide a brief handout, one page or less, for the audience including a topical outline of your presentation, references with full citations, and details on how you can be contacted for further information.

### **Involving the Audience**

Although it is not realistic—nor is it expected—that all presentations be hands-on in nature, we recommend that you include some type of interactive component in your session. Our attendees tell us repeatedly that their preferred learning style is interactive. Some of our best, non-hands-on sessions are those in which participants are asked to take responsibility for some portion of their learning.

Involving the audience can be accomplished by providing participants with an opportunity to directly apply some of the principles they have been learning throughout the presentation to get immediate feedback from faculty and peers. A few examples include group discussion, case studies, demonstrations, simulation, role play, or a structured experiential learning activity. It is important for the presenter to determine the most appropriate methods for his or her session on the basis of material being presented and the size of the audience. A simple "show of hands" only takes 10 seconds and can connect you with your audience.

### Large Groups

The large group is appropriate for guided group interaction, question-and-answer periods, feedback sessions, demonstrations, and audiovisual materials. When leading a guided

discussion, the presenter should develop a list of questions or points that will stimulate the discussion of a specific topic.

Enriching information can be added to the session when participants are encouraged to share resources and experiences from their individual work environments. It is important to avoid recognizing the same individuals over and over and to encourage participation by as many people as possible. If the discussion begins to wander from the topic, you must redirect it. This is your responsibility.

As with other educational approaches, the discussion that follows should help participants integrate the exercise with the theme of the presentation. Large-group discussions should be guided with lead questions presented by the faculty.

### Small Groups

Small-group sessions have proven to be highly successful in occupational therapy continuing education, and it is strongly suggested that the small-group size be 6 to 8 people. For these activities, it will be helpful to assign a group facilitator to foster the discussion and coordinate the report of the small group in the large-group format. It is helpful to describe the facilitator's role to the entire group before the participants break into small groups.

### Simulation Methods

When using audience participation in role-playing, games, or simulation exercises, it may take several forms—an activity done in groups or a demonstration in front of the audience, for example. Whatever form it takes, a good simulation experience requires that the purpose of the exercise be clear, the rules be defined, and the players be well versed on their contributions to the scene.

### Case Studies

Case studies are very effective in highlighting, reinforcing, and integrating information that is being presented. They can be presented as either informal verbal “examples” or more formal written scenarios of a particular case. Case studies can also be used to facilitate either small or large-group discussions or activities.

## **Questions and Answers**

An easy and effective way to involve the audience is to open up the dialogue between presenters and participants. Ask the group at the beginning of the presentation what they hope to gain from their attendance. Establish whether you will take questions spontaneously throughout the presentation or whether there will be a question-and-answer period at specific junctions. Make sure, however, that you build in time for questions and try incorporating some of the following techniques:

- Before your presentation, think about what questions might be asked; formulate brief, clear answers to each question and rehearse those answers.
- Develop some questions of your own to ask the audience in case the question-and-answer period begins slowly.
- Throughout your presentation ask questions of the group, even if they are only answering the questions in their minds as they listen to you. Ask questions like “Has anyone done this? How did it work for you?”
- During your presentation, answer questions to clarify ambiguities immediately. Postpone questions related to resolving individual or specific problems to the end of the session or to a private discussion later.
- Do not become involved in an extended dialogue with one person; take as many questions from as many listeners as possible.
- If someone asks a question that you cannot answer, you have several options:
  - Say that you will locate the answer and get back to him or her.
  - Suggest appropriate resources that will provide the answer.
  - Ask for suggestions from other members of the audience.

**Always repeat the question, so that the entire audience hears and understands it;** this also serves to refocus attention on you, the presenter. This is particularly important if there are people in the audience using augmented communication devices.

## Presentation Tips

The average 8 1/2- x 11-inch page, typed, double-spaced with 1-inch margins contains 250 words. The average presenter can present approximately six of these pages in 12 minutes. Have text that is highly legible (double-spacing helps) with well-marked cues for visuals; number the pages to maintain your sequence while speaking.

So that everyone can benefit from your presentation, be sure to speak loudly and clearly into the microphone but not too fast. Describe visuals and always repeat all comments and questions into the microphone. The audience will appreciate it if you look at them rather than at the screen or your paper. Shift your gaze to include everyone. Keep your hands away from your mouth so that people who speech-read can understand you. Use active words and short sentences. Words should reinforce visual material.

## Making Your Presentation Accessible

The most important aspect of an “accessible session” is a presenter who is responsive to the needs of each participant and takes the lead in creating a receptive and accommodating atmosphere. All participants should be afforded the same opportunities to benefit from the session and experiential activities.

Consider the following suggestions:

- Be aware of the audience. Be considerate of all participants and particularly aware of any people with disabilities in the audience and be responsive to their needs. Take time to observe the needs of your audience, and feel free to ask how you can best meet the needs of individual members of the audience as well as the audience as a whole.
- Be aware of the lighting. Make sure lights are not completely turned off, particularly if your session includes participants who use interpreters or have limited or low vision. Use dimmers or spotlighting when possible to adjust lighting and ensure that pathways and exits remain well lit.
- Be aware of the seating. AOTA ensures that designated seating is available for persons with hearing, vision, and mobility needs. Make sure participants who use interpreters can sit facing the presenter as well as the interpreter. Make sure participants who use recorders are near an electrical outlet. Allow adequate space for people in wheelchairs, scooters, or those using ambulatory aids. Ensure full access of all persons to the degree they wish to participate.
- Be aware of your presentation skills.
  - Speak clearly and at a moderate pace. This practice promotes understanding in the audience and allows sign language interpreters time to translate what you are saying.
  - Face the audience as much as possible. Avoid standing with your back to the audience or source of light. Speak directly into the microphone. Do not cover your mouth when speaking.
  - Clearly describe visual aids, including writing on slides, boards, and flipcharts. Be specific when referring to charts, numbers, demonstration materials, and chalkboard or flipchart writing. Provide a verbal explanation of all visual materials used to illustrate the lecture. For example: "This slide covers these three key points..." "This graph illustrates these key points."
  - Whenever possible, use captioned films or videotapes.
  - Repeat the questions and the comments of members of the audience in the session.
  - If present, make sure that sign language interpreters have a copy of your presentation before you begin. Always speak to the participants, not the interpreter.
- Be aware of written information. Consider bringing a few large-print copies of materials you plan to distribute for participants with visual impairments.
- Be aware of experiential activities. Make sure that everyone has a congenial partner or group and the opportunity to participate fully. Announce and provide a quiet area away from the large group or in the corner of the room for persons who have difficulties hearing within noisy environments or increased background noise.

Be aware of the language. When speaking about people with disabilities, put the person first, not the disability (i.e., a child with hearing impairment rather than a deaf child or young man with T-1/2 spinal cord injury).

## Introducing Evidence into your Presentation

Presenters have a significant role in promoting and enhancing evidence-based practice through their conference sessions. Attendees need to be provided with findings from the published literature to incorporate in their practice settings.

Evidence-based information can:

- Guide clinical decision making- to support or to reconsider practice decisions
- Shared with clients who want to participate in the clinical decision making process
- Discussed the value of occupational therapy interventions with external audiences, such as regulatory agencies, third-party payers, referral sources, or institutional-based program managers
- Stimulate participation in academic and continuing education programs, in-service programs, or journal clubs
- Share with students who are developing their critical appraisal skills
- Guide the development of clinical research projects

The presenter should provide citations as well as references for the information presented. This directly links the information to the reference and allows the attendee to return the material and expand their knowledge.

## Evaluating the Evidence

When evaluating evidence it is important to take a few factors into account:

- The selected evidence must be the best available, current evidence to support a particular practice or intervention
- The presenter must make sure the information is relevant to the specific topic. Keep your audience's needs in mind.
- Consider who produced the material and if they would be affected by positive or negative results. Is it an academic institution or interdisciplinary collaboration? Or an advocacy group or payer? However, a "trusted" source does not always equate to quality.
- Publication in a peer-reviewed scientific journal is also not a guarantee of quality. The strength of evidence can be determined by assessing the level of evidence and the study quality.

## Finding the Evidence

AOTA offers many resources to help you find [evidence-based practice resources](#) relevant to your presentation.

- Occupational Therapy Practice Guideline Series
- American Journal of Occupational Therapy

- Critically Appraised Topics (CAT) and Critically Appraised Papers (CAP)
- Evidence Bytes- A feature in the 1 Minute Update
- Evidence Perks- a quarterly column in OT Practice
- Evidence Exchange- central repository for Critically Appraised Papers
- Evidence Briefs- summaries of articles selected from scientific literature
- [The EBP Resource Directory](#)- online service that links users to Internet sites related to the evidence-based practice of occupational therapy.
- Journal Club Toolkit
- CE on CD

## Handout Guidelines and Instructions

\*This information does not apply to Institute Presenters.

Every presenter has the option of providing a handout to all conference attendees and still “go green”. Handouts are no longer provided on site, but can be uploaded and available online.

Over 90% of the 2013 Conference survey respondents rated handouts as an important part of their overall Conference experience. We encourage you to provide handouts before conference to allow attendees time to review them as they build their conference itinerary. We *strongly* encourage you to upload your handouts by the **March 19 deadline**.

### Guidelines:

- Only one handout file per session is allowed.
- Only PDF files are accepted.
- File size should not exceed 5mb (Many factors contribute to file size such as image size, formatting, embedded media files).
- If you are providing your PowerPoint slides as the handout, please save them with at least three slides per page when converting the file to PDF format. This reduces the number of printed pages.
- A session handout can be a list of resources, a summary of your presentation, or any helpful information that your audience can use after they leave your session. Be sure to include your name and session information.

### Instructions for uploading your file:

- Logon to the [OASIS site](#) (*Link coming soon*) using the same login and password used during the submission process. For login or password assistance, click [here](#).
- Under **General Proposal** or **Research Proposal**, select the session title
- Select **Add a File**
- On the next screen, enter a short description of the file
- Select **PDF** as the file type
- Select the file to upload
- Click **Save & Continue**
- File upload is complete and will be available for download by attendees

You may return to the OASIS site at any time to upload a newer version of your handout by logging back into OASIS.

If you do not have the capability to convert files to PDF format, please send your file to [conference@aota.org](mailto:conference@aota.org) with the following Subject Line: {Your Session #} – pdf file conversion. We will convert your file and send it back to you in PDF format for you to upload.

## Creating your Handout

Use your best judgment, and if you decide to provide a handout, use it to reinforce the information you present in a program. Handouts should only be used to supply the attendees with an outline of your salient points so they can follow the progression of your presentation. You do not want your audience to be reading your presentation as you are presenting. You want eyes focused to the front of the room and engaged with you, the presenter. You need to bring attention up front where you want it and discourage conversations between participants during your presentation as they discuss points in the handout.

Conference sessions are much different than classroom lectures or workshop presentations. Attendees are participating in a number of sessions over several days and are not able to delve into the material with the depth expected of single-topic presentations. Provide in the handout only what is needed to clarify your presentation and perhaps resources for further discovery. If possible, provide your contact information in case someone desires more in-depth material(s) after the presentation.

Session handouts do not have to be your presentation file, but consider providing information that attendees can use when they return to their work setting. Informative handouts can also boost your session attendance. Here are some ideas:

- Synopsis or outline of your session
- List of resources, supporting documents or references
- Key points of your presentation
- List of action items to do before or after your session
- Presentation slides or select presentation slides
- Get creative!

Some examples of information that might be appropriate for a handout include the following:

- Drawings, diagrams, or charts (Use only if unable to reproduce as an audiovisual.)
- Forms, checklists, or samples (Use if an audiovisual would be too detailed.)
- Glossaries or statistics (Use only if this information is critical in following your presentation.)

- Article reprints (Rarely necessary; interested persons can find this information from a reference.)
- Worksheets (If participants are asked to complete a worksheet, then provide it.)
- Bibliographies (These can be made available to those interested but are not necessary for all participants. Instruct attendees to see you after the presentation for a Bibliography, if interested.)

Always number your handout pages for easy reference during your presentation, and include your session name and number on all handouts.

All handouts will be posted to the AOTA Web site prior to and one month after Conference. This way, all Conference attendees will have access to all handouts. AOTA does not reimburse presenters for printing expenses.

### **Handout Accessibility**

Individuals who are blind or have low vision may not be able to read standard sized print on your handouts. As your handouts are provided electronically in PDF format, attendees will not be able to make changes on an individual basis.

- Print on single-sided 8.5" by 11" paper and stapled at the top left corner
- Use letter orientation, unless a visual element requires landscape orientation, to achieve maximum visibility
- Left justify all paragraphs and do not use columns
- Keep a one-inch margin on all sides
- Use 18-point font for all text, including body text, footers, page numbers, references, disclaimers, and labels on charts and graphs. Larger fonts may be used for headings.
- Use a bold serif font (such as Times New Roman) for body text and a bold simple sans-serif font (such as Arial) for headings and other information that is set apart from body text. Do not use any compressed fonts. Make lines heavy/thick in charts and graphs
- Use a minimum of 1.5 line spacing; use double spacing when possible
- Do not use small caps, italics, or all caps for text. Use initial caps and lower case for titles and text
- Use underlining for emphasis instead of italics
- Delete decorative graphics that do not contribute to the meaning of the information being presented

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## Audio/Visual Equipment

AOTA offers a full complement of audiovisual equipment to session presenters. All educational session rooms will be equipped with the following:

- 1 laptop computer w/DVD/CD player and MS Office
- 1 podium and 1 head table
- 1 podium microphone and 1 tabletop microphone
- 1 projection screen
- 1 LCD projector
- Sound system
- Internet Connection

If your presentation requires equipment NOT listed above, please provide your request [here](#), by the **February 19** deadline. Any equipment not requested by this date will be at the presenter's expense.

## Preparing a PowerPoint Presentation

Slides are used for emphasizing key points simply and clearly in a presentation. They are not appropriate for detailed information. Your verbal explanation or handouts should provide the detail.

## General Guidelines

1. Slide presentations should be well laid out and formatted, be visually appealing with the use of color, and present a professional image.
2. Keep in mind that your information must be concise; focus on summarizing the most notable aspects of the information for your presentation.
3. Organize your presentation using headings followed by “bulleted” or numbered sub-points. Avoid using a narrative format for sub-points as this is difficult and lengthy to read.
4. It is better to have several slides per heading or concept than to cram all the information on one slide.
5. Use a high-contrast slide design scheme; see additional information about colors and text size.

## Title Slide

- As a general guideline, the title should be no more than 10 words. The title should be a label, not a sentence.
- Place presenter names under the title. Include the appropriate credentials after the names.

- The title should be readable from the back of the presentation room, be bold and dark, and be in a non-serif or almost–non-serif font (i.e., Arial, Comic Sans, Berlin Sans, Tahoma). Reasonable font sizes might range from 44 point to 72 point.
- Author names should be readable in a bold and dark font in non-serif or almost–non-serif fonts. Reasonable font sizes might range from 28 point to 40 point.

### Content Slides

- Headings should be readable from the back of the presentation room, be bold and dark, and be in a non-serif or almost–non-serif font (i.e., Arial, Comic Sans, Berlin Sans, Tahoma). Reasonable font sizes might range from 36 point to 54 point.
- Content should be in bulleted or numbered format for readability rather than in narrative format. Text should be readable in a bold and dark font in non-serif or almost–non-serif fonts. Reasonable font sizes might range from 20 point to 36 point.

### Slide Color Schemes

Keep in mind that colors on the computer screen appear different when projected on a screen. After creating your slides, project the presentation on a wall or screen to ensure that the colors are what you intended and that the slides are easily readable. Also make sure that the background and text colors contrast enough for readability. Consider the following color schemes for the best contrasts:

1. Blue background and yellow or white text
2. Black background and white text
3. Dark green background and white text
4. Dark yellow or gold background and black text
5. White, muted, or pastel backgrounds and black text
6. Avoid using contrasting colors that are opposite on the color wheel (i.e., orange and purple or green and red) because these combinations contrast too much and are difficult to read.
7. Avoid using colors close to each other on the color wheel because these combinations do not provide enough contrast for readability.

Always number your slides and reference them in your presentation notes so you know which visuals to use at various points.

### **Video**

Be sure to preview the videos, set up any additional AV equipment, move the video to the starting point, and prepare to troubleshoot or move into another form of presenting the

material if the video or link to video should malfunction. AV equipment is available in the Presenters' Concierge.

When using video, if sound quality is poor, be prepared to mute the sound and provide a narration of what participants are viewing.

After the audiovisual piece, move right into audience reaction/participation to integrate the content with other segments of the session. Help participants focus on the themes relevant to the topic at hand.

## Accessible PowerPoint Presentations

PowerPoint presentations are commonly used among session presenters as an effective way to display ideas and data. Because PowerPoint is a visual media, presenters should be sure to make presentations accessible to all audience members. [For more information on creating accessible PowerPoint presentations, including an accessible template, download this PowerPoint presentation.](#) , 84KB]

- **Text content**
  - Title fonts should be 44 pt. or greater. Text fonts should be 36 pt. or greater
  - Don't try to cram too many slides into your presentation. Allow your audience time to read slides.
  - Place no more than 6 lines of text on a slide (excluding columns).
  - Many people with disabilities use text-based screen reading software and computer devices.
  - Note that graphics often cannot be read with screen readers and other text-based devices.
  
- **Graphic content**
  - Replace graphics with text whenever possible.
  - If graphics are used, include a detailed explanation of the meaning of that charts or graphic in a descriptive text-only slide included immediately after the graphic slide. Note that the meaning of the graphic is needed, not a description. For example:
    - No: "Chart with blue and red bars."
    - Yes: "Data from this chart illustrates that people with disabilities report spending more time in the emergency room than people without disabilities."
  
- **Avoid:**
  - Slide transitions

- Busy slide backgrounds
- Chart filler patterns
- Over-crowding text
- Color schemes providing low contrast
- Charts without text descriptions
- Videos that are not captioned

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## Presenter Concierge Service

Prior to conference, you have the option to upload your session presentation to our AV vendor's site. By uploading your file ahead of time, your presentation will be loaded onto the computer when you arrive to your session. **Instructions will be e-mailed to all primary presenters in March.** The presenter concierge will be located in the Baltimore Convention Center in room 330. Please note the hours below. AV staff will be available if you need technical assistance with your presentation.

This is not applicable for Poster presentations. Poster presenters **DO NOT** need to upload your presentation ahead of time with the Presenter Concierge. However, your poster (in PDF format) or supplemental handout can be uploaded to OASIS for attendee benefit.

### Presenter Concierge Hours

Wednesday, April 2	10:00 am-7:00 pm
Thursday, April 3	7:00 am-7:00 pm
Friday, April 4	7:30 am-5:00 pm
Saturday, April 5	7:30 am-5:00 pm
Sunday, April 6	7:30 am-9:00 am

## Presenter Agreement

The following policies were agreed upon during the submission process.

### Policies Governing Accepted Proposals

- AOTA reserves the right to assign the day and time that accepted proposals will be scheduled. In addition, AOTA reserves the right to publish any submission, in whole or in part, in any form by any printed, visual, electronic, or auditory means.
- All OT, OTA, and student presenters whose proposals are accepted for presentation must register for at least one day of the conference.
- Notification will be sent by e-mail in September 2013 regarding acceptance of proposals. Notifications not acknowledged by the due date, will result in a session being dropped from the final program.
- The exclusive promotion or sale of goods, services, or products during educational sessions at conference is prohibited. Presenters who are found to be engaging in such practices will have their sessions halted.
- Copyrights, Royalties, and Trademarks. Presenter warrants that no literary or artistic work or other property protected by copyright will be performed, reproduced or used, nor will the name of any entity protected by trademark be reproduced or used by Presenter during your speech and presentation (including but not limited to any exhibits, movie clips, videos, graphics) unless Presenter has obtained written permission from the copyright or trademark holder. Presenter covenants to comply strictly with all laws respecting copyright, royalties and trademarks. Presenter shall indemnify and hold AOTA, its officers, agents and employees harmless from all claims, losses and damages (including court costs and attorney fees) with respect to any such copyright, royalty or trademark rights. Visit [www.copyright.com](http://www.copyright.com)
- If requested by AOTA, the presenter agrees to promote or discuss the conference session prior to conference.
- Standard audiovisual equipment will be available as follows for each session except [Posters](#) & [Tech Day Session](#):
  - 1 laptop computer w/DVD/CD player and MS Office
  - 1 podium and 1 head table
  - 1 podium microphone and 1 tabletop microphone
  - 1 projection screen
  - 1 LCD projector
  - Sound system
  - Internet Connection
- **AOTA will only reimburse Institute presenters for printed handouts.** All other handouts will be posted on the Conference Web site for registered attendees to access. Instructions will be provided at a later date.
- If you submit multiple submissions, you must use the same e-mail address.
- I understand and accept the policies and deadlines for proposal submission.

## Continuing Education

All presenters will receive a CE letter for presenting. The CE letter will be sent via e-mail after conference to the primary presenter who is then responsible for sharing the documentation with co-presenter(s).

This is a separate record from your CE transcript created through AOTA Learn. You will **not** need to add the session(s) you present to the AOTA Learn CE Transcript. The CE letter will include the session number, title, and date/time for presenter verification.

If you have any questions regarding amount of credit earned for a presentation, please contact your state licensure board.

## Copyright Information

**IMPORTANT: You, the presenter, are responsible for securing copyright permission for any and all copyright-protected material(s). This is not only AOTA's policy, it's the law!**

Presenter warrants that no literary or artistic work or other property protected by copyright will be performed, reproduced or used, nor will the name of any entity protected by trademark be reproduced or used by Presenter during your speech and presentation (including but not limited to any exhibits, movie clips, videos, graphics) unless Presenter has obtained written permission from the copyright or trademark holder. Presenter covenants to comply strictly with all laws respecting copyright, royalties and trademarks. Presenter shall indemnify and hold AOTA, its officers, agents and employees harmless from all claims, losses and damages (including court costs and attorney fees) with respect to any such copyright, royalty or trademark rights. Visit [www.copyright.com](http://www.copyright.com)

## Inclusive Language

All presenters should use person first language at all times during their presentation. This means that the person is emphasized first, and the disability noted second. For example:

Use: person with a disability Not: disabled person

Use: woman who is blind Not: blind woman

For more information on person first language, consider the following resources:

- <http://www.disabilityisnatural.com/peoplefirstlanguage.htm>
- <http://www.communityinclusion.org/projectdocs/nsip/watch-yr-language.doc>

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## Presentation Resources

[AOTA Official Documents](#)

[Purchase practice guidelines here](#)

[Evidence-Based Practice Resources](#)

AOTA's [Evidence-Based Practice \(EBP\) Resource Directory](#) is an online service that links users to Internet sites related to the evidence-based practice of occupational therapy. The Resource Directory is organized to connect occupational therapists, occupational therapy assistants, and students with useful Web-based resources, including

- Databases and Internet sites in occupational therapy, rehabilitation, and health outcomes
- Tutorials for acquiring basic and intermediate-level skills to search and interpret the literature relevant to occupational therapy
- National and international evidence-oriented Internet sites posted by universities, government agencies, and private organizations