

Association for Applied Psychophysiology and Biofeedback
(AAPB) presents its

49th Annual Scientific Meeting

Caribe Royale Hotel and Convention Center
Orlando, Florida
April 11-14, 2018



DEADLINE FOR SUBMISSION: SEPTEMBER 29, 2017

AAPB Abstract/Presenter Submission Form

Thank you for agreeing to present at AAPB's Annual Meeting.
Please complete this form and return to jsalas@kellencompany.com.
One form must be completed for each session.

The goal of this conference is to bring clinicians, physicians, researchers and professionals involved with Biofeedback and Applied Psychophysiology together to exchange information, ideas, scientific data and to share experiences. Biofeedback is a process that enables an individual to learn how to change physiological activity for the purposes of improving health and performance. Precise instruments measure physiological activity such as brainwaves, heart function, breathing, muscle activity and skin temperature. These instruments rapidly and accurately "feed back" information to the user. The presentation of this information — often in conjunction with changes in thinking, emotions and behavior — supports desired physiological changes. Over time, these changes can endure without continued use of an instrument



Please include your most recent CV and photo for CE credit approval and promotional purposes.

SPEAKER INFORMATION (copy this section as needed if multiple speakers will present)

Name:	
Title:	
Degree(s):	
Affiliation/ Organization:	
Phone:	
E-mail:	
Mailing Address:	

Speaker Biography (Your bio should be 100-150 words, please do not ask us **to edit your CV** or type "see attached"):

SESSION INFORMATION (if more than one speaker, this section should be an overview of entire session)

Session Title: *(no more than 80 characters including spaces)*

Session Synopsis (350 words max):

Target Audience Description (who should attend):

Describe how your proposal addresses the issues of cultural diversity, cultural competence, and multicultural issues:

Session Track (Select One Only):

At the 2018 AAPB Annual Scientific Meeting, all sessions will be categorized into three tracks. Please read the following track descriptions carefully to determine which track your abstract fits best.

Basic Science (All Levels): Applied Psychophysiology and Biofeedback are objective and evidence-based fields. They are grounded in an understanding of several related disciplines; neurophysiology, neuroanatomy, cognitive psychology, neuropsychology, cardiovascular physiology, respiratory physiology, public health and others. AAPB supports and encourages research that contributes to the development and growth of applied psychophysiology and biofeedback and the program committee is seeking quality research from any discipline linked to biofeedback or applied psychophysiology. These submissions should focus on underlying mechanisms and may be experimental or descriptive or literature reviews. An example of a potential submission could be a study on changes in plasma levels of circulating stress hormones in response to specified environmental events. Another example could be a comparison of different types of instrumentation in measuring abdominal excursion and respiration patterns.

Clinical Interventions and Optimal Performance: This track targets licensed clinicians working with patients as well as performance trainers and educators working with clients. We are looking for submissions that provide evidence for successful biofeedback training options. The presentations typically involve patients wanting specific therapeutic treatments and interventions to address clinically diagnosed problems or, healthy clients wanting to improve overall functioning seeking techniques and approaches to enhance optimal performance. We encourage our members who are replicating results of peers or, conducting formal controlled research studies to consider presenting any preliminary, mature or, other peer-reviewed findings.

Hot Topics: This track will feature presentations focused on new ideas, technological advances, challenges and new applications of psychophysiological science. This track will provide a venue for more speculative thinking as well as information on developments from other disciplines that could impact the way we conduct biofeedback. If you have been using innovative techniques and getting good results, we would encourage you to submit preliminary findings from your pilot studies. Trials may focus not only on biofeedback interventions with clients and patients, but also on instrument or equipment innovations. For example, over the past several years, the AAPB has had a presentation from a company developing electronic devices embedded in an ultra-thin, flexible substrate that could be applied like a temporary tattoo. We will be looking for other new ideas and approaches that could create new opportunities in our field. The emerging area of portable, miniaturized, wearable or implantable sensors is one example of a Hot Topic.

<input type="checkbox"/>	Physical Therapy
<input type="checkbox"/>	Education
<input type="checkbox"/>	Occupational Therapy
<input type="checkbox"/>	Speech Pathology
<input type="checkbox"/>	Chiropractic
<input type="checkbox"/>	Sports Psychology
<input type="checkbox"/>	Other:

Please list the observable and measureable learning objectives for your session: (3-4 objectives for a program under 4 hours, 5-6 objectives for a program over 4 hours)

1.	
2.	
3.	
4.	
5.	
6.	

WRITING BEHAVIORAL LEARNING OBJECTIVES

- Learning objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity, **i.e., What should the learner be able to do or do differently after they attend this session?**
- Write learning objectives with the goal of improving learners’ competency, performance and/or patient outcomes. Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors.
- Learning objectives must be **observable and measurable**.
- Verbs to consider when writing learning objectives: list, describe, recite, write, compute, discuss, explain, predict, apply, demonstrate, prepare, use, analyze, design, select, utilize, compile, create, plan, revise, assess, compare, rate, critique
- Verbs to **avoid** when writing learning objectives : know, understand, learn, appreciate, become aware of, become familiar with

Example of well-written learning objectives:

This workshop is designed to help you:

- Summarize basic hypnosis theory and technique;
- Observe demonstrations of hypnotic technique and phenomena;
- Recognize differences between acute and chronic pain;
- Utilize hypnosis in controlling acute pain;
- Apply post-hypnotic suggestions to chronic pain; and
- Practice hypnotic technique in dyads.

PRESENTATION REFERENCES

Please provide a list of at least five references (research and/or theoretical) supporting the content of your presentation:

1.	
2.	
3.	
4.	
5.	

PRACTICE GAPs (Guidelines Applied in Practice)

How does your research serve the target audience to improve the practice and/or delivery of health services in terms of competency, performance and/or patient outcomes?

Knowledge translation describes any activity or process that facilitates the transfer of high-quality evidence from research into effective changes in practice, policy or products. This increasingly important discipline attempts to combine elements of research, education, quality improvement, and electronic systems development to **create a seamless linkage between interventions that improve patient care and their routine implementation in daily clinical practice.** [Please click here for an example.](#)

A practice “gap” is the difference between ‘desired’ practice and ‘actual’ practice using sources such as national/state data, registries, surveys, journal publications.

1. Identified practice gap:

- Patient Care
- Medical Knowledge
- Practice-based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice

2. What will your session teach its target audience that could potentially improve or correct this gap?

SPEAKER DISCLOSURE FORM

In order to ensure independence, objectivity and scientific rigor in all activities and in accordance with the ACCME, ANCC and ACPE Standards for Commercial Support; all those in a position to control the content of an educational activity are required to disclose their relevant financial relationships. This includes indicating that you have nothing to disclose. Your disclosure will be distributed to the activity attendees.

Government organizations and non-profits are NOT commercial organizations, so we are not interested in those relationships.

* Financial relationships are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g., stocks, stock options or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting,

speaking and teaching, membership on advisory committees or review panels, board membership, and other activities for which remuneration is received or expected. 'Contracted research' refers to research funding in which an institution receives a grant and manages the grant funds and an individual(s) is the principal or named investigator on the grant. Relevant financial relationships are those in which an individual (including the individual's spouse/domestic partner/business partner) has/had a personal financial relationship (in any amount) occurring in the last 12 months with a commercial entity producing health care goods or services and that individual also has control over educational content (planning or presenting) about the products or class of products of the commercial interest.

In the past 12 months, have you had a financial relationship* with a commercial organization which produces healthcare products or services?

- Yes, I have financial interests to disclose.
- No, I have no financial interests to disclose.

If yes, please indicate the following information:

Commercial Interest

Nature of the Relationship

UTILITY/VALIDITY

Please list the limitations, severe risks, or most common risks (if any) found in the content of your presentation. If your presentation includes discussions of clinical assessments, treatments, or interventions, please describe the evidence of this information:

BACKGROUND

Have you presented for AAPB in the past?

- Yes, I have presented for AAPB in the past
- No, I have not presented for AAPB in the past.

Have you presented the content of this submission to any other audiences? If yes, where?

Yes, I have presented the content of this submission to other audiences.

Location:

No, I have not presented the content of this submission to any other audiences.