# Department of Psychiatry Research Day

# Instructions for Presenters

## All presentations (poster and oral)

All presenters are required to complete the Conflict-of-Interest (COI) form for accreditation purposes. <mark>Your abstract will NOT be considered unless BOTH the abstract form AND COI form are submitted. The deadline to submit is **September 1, 2025.**</mark>

If you haven't already submitted your COI form when you submitted your abstract:

1. Download the COI form from the abstract submission page:

    a. Department members CLICK HERE
    b. Non-Department members CLICK HERE

2. Save the form to your computer.

3. Follow the instructions to complete and sign the form (Note: <mark>please indicate in Part 2 that you are a speaker. If you are also an author, indicate that as well</mark>).

4. Email the saved form to psych.research@dal.ca.

## Poster presentations

- Poster viewing and judging will take place during the morning and afternoon coffee breaks, and the second half of the lunch break. Presenters must be available alongside their poster.

- **The format for this year's posters will be <u>VERTICAL/PORTRAIT</u>. You will be provided with a maximum surface area of 3.75' (45 inches) x 3.75' (45 inches) to display your poster. Posters <u>cannot</u> exceed this size.**

- Fasteners for hanging your poster will be provided.

## Oral presentations

- Oral presentations will be held during the morning and afternoon and are limited to **10 minutes for presentation** and **5 minutes for discussion**.

- PowerPoints are to be submitted in advance in case there are any technical issues on the day of the event. The **deadline for submitting your PowerPoint** <mark>is noon on Monday, November 3, 2025</mark>. Please submit your PowerPoint via email to psych.research@dal.ca.

Please note the following, as required by our accrediting body:

### COI Disclosure
- All speakers are required to disclose any involvement with industry and/or for-profit or not-for-profit organizations that may potentially influence the presentation of the educational material. As indicated above, please complete and return the attached COI form to us. We will send a copy to our accrediting body on your behalf.
- If there is something to disclose, disclosure to the audience must be done verbally and using a slide at the beginning of your presentation.
  - The disclosure must include what steps have been taken to mitigate the potential conflict of interest. A suggestion is to have your presentation reviewed by a colleague.
  - CPDME sample disclosure slides can be found [online](#)
- If there are no relationships to disclose, please make a simple statement to the audience at the beginning of the presentation that no potential COIs have been identified.

### Scholarly Approach
- Recognizing the importance of a scholarly approach to teaching and learning, we ask that your presentation make specific reference to the available literature and evidence for your topic. If scientific evidence is unavailable, state this.
- Please include at least one slide with references that you considered in preparing your session.
- For more information for the scholarly approach, please see the [CFPC's Quality Criteria #3: Incorporation of Evidence](#).

### Barriers to Change
- An important outcome of the conference is the ability for delegates to apply the information you present in their local settings. Accordingly, we ask that your presentation specifically address any barriers to implementation that you experienced or that you foresee.

### Program Format/Interactivity
- Interactivity is a key component to effective learning and is a requirement for certified/accredited activities. (A minimum of 25% of educational time must be interactive.)
  - To meet this requirement, presentations will be ten minutes long, followed by five minutes of Q&A and discussion. Please plan your presentation accordingly.
  - We highly encourage you to incorporate interactive learning strategies in your presentation as well. (E.g., questions, polls, quizzes, break out rooms, etc.)
- Please see the [Speaker Resources](#) for additional tips and resources..

### Copyright and Privacy
- Speakers in Dalhousie CPDME-accredited programs are required to comply with the provisions of the Copyright Act of Canada. Please see the [Fair Dealing Guidelines](#) for additional details. In summary:

- o You may not distribute (in hardcopy or electronically) any copyright protected material unless you have obtained explicit permission to do so from the copyright holder. **As a speaker, it is your responsibility** to obtain and document any such permission.
  - o Slides used in live presentations may include appropriately referenced copyright protected material (i.e., diagrams, drawings, photographs) without explicit permission from the copyright holder. However, such material (including cartoons, quotations, etc.) may not be included in any material posted online without the explicit permission of the copyright holder.
  - o Slides used **must not** include the logo(s) of supporting or other pharmaceutical companies.
- In addition, **speakers must protect the privacy of patients** when using information related to their care for educational purposes. Explicit patient identifiers, as well as potentially recognizable marks, jewelry, etc. must not appear in presentations, unless patient consent has been obtained.

## Adherence to Accreditation Guidelines
- To protect the integrity of certified/accredited learning activities, speakers must adhere to:
  - o the [CMA Guidelines for Physicians in Interaction with Industry and Recommendations for Physician Innovators](#), and
  - o the [National Standard for Support of Accredited CPD Activity](#).

## Bias and Inclusivity
- We are committed to the principles of equality, diversity, inclusivity, and accessibility (EDIA) in all that we do. As you prepare your lecture, we ask that you consider ways to promote a respectful learning environment with attention to physical, cultural, social, and emotional safety. This may include:
  - o using culturally appropriate case examples
  - o incorporating evidence from diverse and/or varied populations,
  - o using pedagogical methods that consider different learning styles and ways to support retention of information (e.g., case-based learning, summary of key pearls), and
  - o encouraging a psychologically safe learning environment:
    - sharing appropriate background and experiences about yourself
    - acknowledging other perspectives, and being open to debate and dialogue, especially in areas of medical uncertainty or controversy.
- For additional information and resources, please see [Dalhousie University CPDME's EDIA website](#).