

Continuing Medical Education (CME)/Continuing Education (CE) Pre-Congress Course Submission Instructions

1. GENERAL INFORMATION

- Contact information for those submitting the proposal (names & emails)
- Groups affiliated with this proposal
- Pre-Congress courses are either full day (8:15 am – 5:00 pm) or half day (either 8:15 am – 12:00 pm or 1:15 pm to 5:00 pm) in length.

2. SPEAKER INFORMATION

- Chair name, affiliation, degree(s), and email
- Speaker names, affiliations, degree(s), and emails
- Each full-day course typically has **1 Chair** and up to **3 additional faculty**. Half-day courses allow for **1 Chair** and no more than **2 Faculty**. Course chairs are expected to present in their courses, not just moderate.
- Justification for more speakers than typical will need to be provided. Additional Speakers are not guaranteed and are subject to Program Planning Committee approval.

3. COURSE TITLE (maximum 100 characters, including spaces)

- Pre-Congress course titles should be catchy, easy to understand, and not include brand names or references to outside organizations.

4. NEEDS ASSESSMENT/GAP ANALYSIS (approximately 100–200 words)

Describe the practice gap in knowledge, skill competency, or performance that the course will address. What is the clinical significance of the problem this creates? How common is the problem or opportunity for improvement? What new evidence, published guidelines, or other information has become available? When possible, relate the purpose of the course to one of the current ASRM “Gap Analysis and Educational Needs for Planning” available online. Gap analysis also can consist of a panel of experts meeting and determining the difference between ideal practice and current practice for a specific therapy. The panel should document the meeting, the ideal practice, the current practice, and the educational need.

Sample Needs Assessment/Gap Analysis for Pre-Congress Course

Data from the Centers for Disease Control and Prevention indicate that birth rates for women in their 40s and 50s have been steadily rising. Although medical risks associated with advanced maternal and paternal age are more evident, clinicians are facing increased patient pressure to provide care to older prospective parents. Unchecked, this trend potentially can lead to the development or worsening of a number of medical, psychological, social, and ethical dilemmas, including but not limited to pregnancy complications, involuntary childlessness, surplus/abandoned embryos, parental age-related health and psychological risks for children, children facing parental death at earlier ages, decreased or absent grandparent relationships, and complex/emotional balancing acts between the reproductive autonomy of the parent generation and the resulting impact on the child. ASRM has identified gaps in knowledge that are related to the rise in delayed parenting, including a need to better understand the effects of advanced paternal age on offspring, health issues in children and adults conceived via assisted reproductive technology, embryo abandonment, health and societal factors, and medical ethics. Similarly, several professionals have raised the alarm that reproductive health professionals are underprepared to respond to increased demand for delayed parenting.

5. COURSE DESCRIPTION (approximately 50-100 words)

Summarize the content of the proposed course, including course objectives, topics covered, and any activities engaged. Indicate how the course addresses the practice gap(s) identified above. Specify how participants will benefit from the course in terms of increased knowledge, competence, and/or performance.

Sample Description of Pre-Congress Course

This course will identify educational needs of new generations of employees and continuous learning activities for experienced health-care professionals in reproductive medicine; outline best strategies for recruitment, training, and retention of employees, as well as establishment of competencies and clinical ladders; and review legalities regarding medical and nursing personnel, including scope of practice and risk management. In terms of practice

management, the course will address cost analysis for employee turnover and management and organization of a team with various acuities. Emphasis will be on techniques that contribute to the strength of workforces and success of practices.

6. TARGET AUDIENCE

Indicate the type of professionals that the course is designed to educate in one sentence.

Sample Target Audience for Pre-Congress Course

This interprofessional course is designed for physicians, advanced practice providers, nurses, practice managers, and attorneys.

7. LEARNING OBJECTIVES

Write 3-6 broad learning objectives for the course (Note: A minimum of 6 learning objectives is required for the APA-credit full-day courses; for Genetic Counselor CE credits, a minimum of 12 learning objectives is required). Each objective should clearly and concisely communicate what observable and/or measurable knowledge and/or ability an attendee is expected to know and/or do at the conclusion of the session. Use action verbs to explain what learners should gain from their participation in the course. Some or all of these Learning Objectives can be copied from individual presentations given during the course.

Sample Learning Objectives for Pre-Congress Course

At the conclusion of this course, participants should be able to:

1. Review the diagnostic criteria for PCOS.
2. Apply best evidence with individualization for fertility, hormonal management, mental health, and cardiometabolic risks.
3. Counsel women with PCOS on the best approaches for prevention of diabetes, heart disease, and progression of mood disorders.
4. Discuss ways to integrate diet and lifestyle modifications, nutritional supplementation, pharmacologic management, psychological support, and acupuncture modalities with conventional management of PCOS.

Suggested Verbs for Learning Objectives

Application	Analysis/ Comprehension	Evaluation	Inform	AVOID (difficult to measure)
Apply	Analyze	Assess	Cite	Appreciate
Choose	Appraise	Choose	Define	Approach
Demonstrate	Contrast	Compare	Describe	Become aware of
Develop	Debate	Critique	Identify	Believe
Examine	Describe	Determine	Indicate	Comprehend
Illustrate	Detect	Estimate	List	Grow
Locate	Differentiate	Evaluate	Name	Grasp the significance of
Operate	Distinguish	Measure	Quote	Have faith in
Practice	Explain	Rate	Record	Improve
Predict	Infer	Recommend	Select	Increase
Prescribe	Interpret	Select	State	Infer
Report	Measure		Summarize	Know
Restate	Question		Update	Learn
Review	Summarize		Write	Recall
Treat				Recognize
Select				Understand
Use				
Utilize				

8. Choose ACGME COMPETENCIES for your Pre-Congress course.

ACGME competencies form the foundation in which physicians demonstrate their ability to provide high-quality care for the diagnosis and treatment of disease, promotion of health and prevention of disease, and the physical and emotional support of

patients and families.

Physician Competencies:

- 1) **Practice-based Learning and Improvement:** Show an ability to investigate and evaluate patient care practices, appraise and assimilate scientific evidence, and improve the practice of medicine.
- 2) **Patient Care and Procedural Skills:** Provide care that is compassionate, appropriate, and effective treatment for health problems and to promote health.
- 3) **Systems-based Practice:** Demonstrate awareness of and responsibility to the larger context and systems of health care. Be able to call on system resources to provide optimal care.
- 4) **Medical Knowledge:** Demonstrate knowledge about established and evolving biomedical, clinical, and cognate sciences and their application in patient care.
- 5) **Interpersonal and Communication Skills:** Demonstrate skills that result in effective information exchange and teaming with patients, their families, and professional associates and work as both a team member and at times as a leader.
- 6) **Professionalism:** Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to diverse patient populations.

Interprofessional Competencies:

- 1) **Values/Ethics for Interprofessional Practice**
- 2) **Roles/Responsibilities**
- 3) **Interprofessional Communication**
- 4) **Teams and Teamwork**

9. Provide a completed LECTURE SCHEDULE