

Continuing Medical Education (CME)/Continuing Education (CE) Congress Symposium Submission Instructions

1. GENERAL INFORMATION

- Contact information for those submitting the proposal (names & emails)
- Groups affiliated with this proposal

2. SPEAKER INFORMATION

- Chair name, affiliation, degree(s), and email
- Speaker names, affiliations, degree(s), and emails
- Symposia sessions are currently planned to be presented in the afternoon and are 1 hour, 15 minutes (75 minutes) in length. Each symposium typically has one **Chair** plus **1-2 additional speakers**.
- Justification for more speakers than typical will need to be provided.

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

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

4. NEEDS ASSESSMENT/GAP ANALYSIS (approximately 50–100 words)

Describe the practice gap in knowledge, skill competency, or performance that the symposium 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 symposium 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 a Symposium

Professional training in nutritional counseling is limited as is interpreting evidence and data on nutrition-related health outcomes. Counseling on diet is often anecdotal or based on advice that is not evidence based. Addressing this professional practice gap is important as patients are interested in knowing what they can modify to improve health outcomes.

5. SESSION DESCRIPTION (approximately 50-100 words)

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

Sample Course Description for a Symposium

This symposium will focus on diagnosis of endometriosis in the adolescent, treatment approaches to managing pain given the current opioid crisis, and options to preserve fertility in the adolescent diagnosed with endometriosis. Topics discussed include other conditions to consider, timing and scope of surgery, hormonal strategies for managing symptoms, and fertility-sparing approaches to disease treatment. This symposium is designed for physicians, nurses, and other health-care providers interested in caring for the pediatric patient with endometriosis.

6. TARGET AUDIENCE

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

Sample Target Audience for a Symposium

This symposium is designed for physicians, nurses, and other health-care providers interested in caring for the pediatric patient with endometriosis.

7. LEARNING OBJECTIVES

Write 2-3 learning objectives for the symposium (Note: APA-credit sessions require a minimum of 3 learning objectives for a symposium session). 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 symposium.

Sample Learning Objectives for a Symposium

At the conclusion of this session, participants should be able to:
1. Discuss strategies to diagnose endometriosis in the adolescent.
2. Summarize hormonal strategies to manage disease, pain management, and treatment of simultaneous conditions with similar symptoms.
3. Describe appropriate fertility-sparing and -preserving strategies in the adolescent with endometriosis.

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 symposium.

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**