American Society for Reproductive Medicine
2020 Pre-Congress Program
Portland, OR
October 17-18, 2020

Pre-Congress Course Chair Handbook

This handbook contains the following:

- Introduction and General Information

- 2020 Pre-Congress Course Timetable

- Pre-Congress Program Contact Information

- Faculty Course Presentation Instructions

- Creating Your Course Materials

- File uploading instructions

    - June 1, 2020 – syllabus materials due

    - July 1, 2020 – chair review of uploaded materials deadline

    - September 21, 2020 – presentation materials due

- Appendix

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INTRODUCTION AND GENERAL INFORMATION FOR COURSE CHAIRS

A major mission of the American Society for Reproductive Medicine is to provide continuing education for its physician and non-physician members. The Society fulfills this mission through an ongoing educational program consisting of Pre-Congress courses and presentations at the Scientific Congress. The ASRM is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide CME credits to physicians. However, accreditation is awarded only if the Society adheres to very specific guidelines. The CME Committee of the ASRM meets regularly to plan educational activities that address specifically identified educational needs, to evaluate specific educational activities, and to assess the effectiveness of the overall educational programs. While many of the requirements and guidelines presented to Pre-Congress Program Course Directors may seem capricious or trivial, be assured that these guidelines reflect strict adherence to ACCME requirements coupled with many years of experience at the ASRM in producing high-quality Pre-Congress medical educational programs. For these reasons, we ask you to carefully review all the material being provided. It is essential you comply with all the requirements. Please note the following:

- Lectures are prepared as Microsoft PowerPoint slide presentations. Each PowerPoint presentation must be complete and freestanding and contain all the information to be taught, including learning objectives and the presenter's disclosure information. PowerPoint presentations must have appropriate literature citations with the complete references submitted as a separate Word document.

- Pre-Congress course materials are submitted by faculty as electronic files in editable format (Word or PowerPoint). The due date for faculty members to submit completed **syllabus** materials is **June 1, 2020.** Files should be uploaded to the site indicated in an email sent by ASRM to course participants.

- The Course Chair is responsible for making certain that each lecture presentation meets the standards for content, fulfillment of learning objectives, organization, and format. ***Importantly***, ***the Course Chair is responsible for ensuring that the material is unbiased and evidence-based.***

- The Course Chair should **verify** that faculty members obtained permission to reproduce any graphs, photographs, artwork, and figures from previously published materials as ASRM distributes the course syllabi using the lecture presentations.

- Course chairs have until **July 2, 2020** to edit, ask for more content, ensure the ASRM template has been used, and review the uploaded materials.

- The syllabi are reviewed by ASRM staff for conformity with generally accepted standards of medical evidence, ACCME Standards for Commercial Support, and ASRM Practice Guidelines. Due to the time-consuming nature of the review process and production of the final syllabi, it is important that materials be submitted in a timely manner by the specified due dates.

- Course faculty have until **September 21, 2020** to upload **presentation** files into the Orchestrate system. All faculty will receive instructions on how to log into this system and upload/edit files for presentation. This is a different system from the one for syllabus material upload.
- Course participants will receive an electronic link to the syllabus in advance of the Pre-Congress Program.

The ASRM recognizes that participation in the Pre-Congress Program as a Course Chair is a significant imposition on your time. Your tremendous dedication and commitment of time are appreciated by the Society and course participants. Please let us know how we can assist you.

2020 Pre-Congress Program Timeline

January/February 2020
- 2020 contracts sent to faculty.
- Contracts from 2020 faculty due to ASRM office.

May 2020
- Audience Response System (ARS) solicitation – email sent to each course chair

June 2020
- **June 1, 2020 -** Deadline for faculty to upload **_syllabus_** materials to website

July 2020
- **July 2, 2020** - Deadline for course chairs to review and approve course **_syllabus_** materials

August 2020
- ARS questions due to ASRM (for courses pre-approved to use ARS)
- Course syllabi created by ASRM

September 2020
- **September 21, 2020** – Deadline to upload course **_presentation_** files to Presentation management site

October 2020
- Links to syllabi sent to course registrants, including faculty
- October 17-18, 2020 – ASRM 2020 Pre-Congress Courses (Portland, OR)

October/November/December 2020
- Emails sent to course registrants to claim CME credits

Spring 2020
- ASRM CME Committee reviews course evaluations, monitor reports, and assessment results; follow-up letter sent to course chairs

Pre-Congress Program Contact Information

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Faculty Course Presentation Instructions

Due date for _syllabus_ materials to be uploaded by all faculty: **June 1, 2020**

- Lecture content in PowerPoint presentation
- Microsoft Word formatted reference list
- Permissions for graphics & other previously published content

Due date for syllabus materials _to be reviewed by chair_: **July 1, 2020**

- Guarantee all content above is present for all lectures
- Content is reviewed for bias, completeness, and evidence-based information
- Appropriate permissions for previously published figures, images, tables (or <u>removed</u> if no permissions obtained)

Due date for _lecture presentations_ to be uploaded by all faculty: **September 21, 2020**

- All updates and changes recommended by chair during review of syllabi materials should be incorporated into the presentation files

If all syllabus materials are not submitted by July 15th, faculty members missing materials will forfeit $500 of their honoraria allowance.

PURPOSE OF SYLLABUS:
- Provides a complete, stand-alone summary of the content of the presentations
- Eliminates the need for learners to take extensive notes during the presentations
- Provides _**evidence-based**_ information that can be used by learners to improve their professional practice
- Provides learners with literature references substantiating the lecture content

Syllabus Components
<u>Compiled by ASRM:</u>
- Faculty Contact Information
- Lecture Schedule
- Overall Course Learning Objectives

<u>Provided by course faculty:</u>
- For each lecture
  - **PowerPoint slides** (excluding ARS questions, videos, and on-site discussion content)
    - Use ASRM template for at least first 3 slides
    - Include Learning Objectives for each lecture
  - References on **Word document** (includes references for all citations in the PowerPoint presentation)

Creating Your Course Materials

◆ **Finalize the Lecture Schedule**
- Determine final lecture titles and order, confirmations sent to ASRM in January along with course budget

◆ **Learning Objectives for Overall Course and Each Lecture**
- There must be 3 to 5 behaviorally stated learning objectives for the overall Pre-Congress Course – these were submitted with the course proposal and should be included in the course introductory slides.
- Learning objectives for each lecture are listed in Slide 2 of each presentation provided in course proposal & edited by ASRM (see Appendix 3 for wording specific to ACCME that should be used for your learning objectives)

◆ **Each presenter must verbally & visually (on a slide) disclose commercial/financial relationships with any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients.**
  - These are reviewed by ASRM and any conflicts of interest resolved.
  - Disclosures are listed on Slide 3 of each presentation

◆ **PowerPoint Lectures: 1 file for each lecture**
- Prepare each lecture as a PowerPoint slide presentation. If you use a Macintosh computer, please verify on a Windows-compatible computer that the symbols and fonts are reproduced as you intend. The **ASRM template** is located on the Presenter Resources page of the ASRM Congress site: https://scientific.asrmcongress.org

- The first three slides for each lecture should be as follows:
  - **Slide 1** - Lecture title, your full name, highest medical/academic degree and affiliation and/or professional title.

  - **Slide 2** – List the Learning Objectives for the specific lecture.

  - **Slide 3 -** Disclosure list of commercial and/or financial relationships with any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. If no relationships, state "Nothing to disclose."

- Logos, ads, or names of pharmaceuticals/manufacturing companies **cannot be located on any slide**. The only exception is a company name in regular typeface for the reference of a figure.
- Use only **generic** names of drugs/products. Registered trademarked names of commercial products should NOT be used unless multiple preparations of the same product are being compared or the generic name is extremely cumbersome. Trade names might have to be used in the case of unique specialized pieces of equipment or in citing a published study in which a specific trade-name drug or product is used.
- Previously published graphs, images, and charts must be referenced and need to be clear enough to be read when the syllabus is printed with 3 slides per page.
- Citations of previously published work on individual slides may consist of the name of the first author, "et al." if necessary, and the year of publication. Citations must be fully referenced in the Reference List for each lecture.
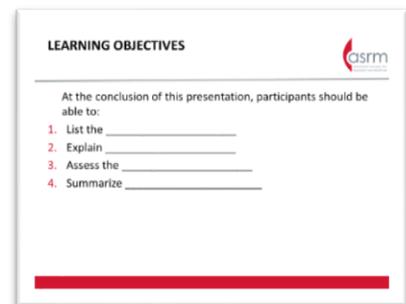
- It is the author's responsibility to obtain written permission to use previously published material and/or to use co-authored material since the syllabus will be copyrighted and printed. ***Permission must be obtained from publishers of all illustrations and tables that are copied* (APPENDIX 3). If permission is not obtained, please do not include in the syllabus files.**
- Videos should not be included in the syllabus files, as they will appear as a blank slide.

A brief tutorial on how to prepare excellent PowerPoint presentations is available on the Presenter Resources page of the ASRM Congress site: https://scientific.asrmcongress.org

◆ **References: 1 file for each lecture (ONLY for syllabus file upload)**
- Submit a separate reference list for each lecture in Microsoft Word format.
- **Complete list of EVERY reference cited in the presentation without exception**
- Compiled following the citation format used in *Fertility and Sterility* (authors, article titles, journal/book, year, volume, inclusive pages)
- Arranged in alphabetical order
- Upload the reference pages for each lecture in a Word file.

◆ **Audience Response Questions (APPENDIX 1)**
- The Audience Response System (ARS) allows you to ask interactive multiple-choice questions on PowerPoint slides embedded throughout your presentation. ARS is optional and available for a limited number of Pre-Congress courses. The audience will use their mobile devices to answer questions and their responses will be tabulated instantly on the presentation slide.
- You will receive further communication regarding using the ARS in your course.
- Reminder: **ARS questions should not be included in the June 1st syllabus upload, only in the final presentation file upload due by September 21, 2020.**

Submitting Your Syllabus Files – due June 1, 2020

◆ **Submit complete syllabus files with material for all lectures:**

Lecture 1
- Lecture 1 **PowerPoint** (no videos, ARS questions, or images you don't have permission to use included)
- Lecture 1 References **in Word**

Lecture 2
- Lecture 2 **PowerPoint** (no videos, ARS questions, or images you don't have permission to use included)
- Lecture 2 References **in Word**

Lectures 3+ in same format

◆ **Uploading Files**

- All faculty will receive further instructions from once the upload site opens regarding creating a log-in and uploading materials.

REMINDER:
- ASRM will review and edit the PowerPoint presentations and Word documents & create the course syllabus from these materials.

Submitting Your Presentation Files – due September 21, 2020

◆ **Upload complete lecture presentation files with material for all lectures:**

Lecture 1
- Lecture 1 **PowerPoint (no separate reference sheet should be included in presentation upload)**
- If videos are included as part of the lecture, please embed each video in the PowerPoint presentation and **upload** the file **separately** as well.

Lecture 2
- Lecture 2 **PowerPoint**
- If videos are included as part of the lecture, please embed each video in the PowerPoint presentation and **upload** the file **separately** as well.

Lectures 3+ in same format

◆ **Uploading Files**

- All faculty will receive further instructions from once the upload site opens regarding creating a log-in and uploading materials.

APPENDIX 1

Audience Response (ARS) Questions (only in pre-approved courses)
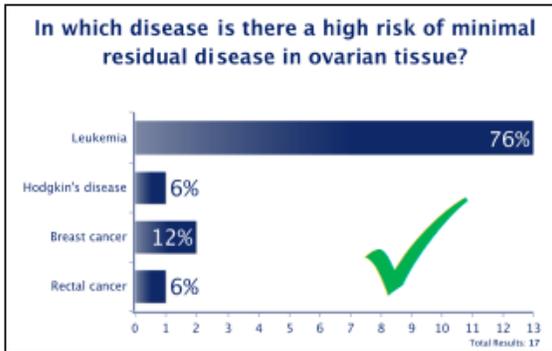
ASRM will send out a call for courses that would like to participate in ARS with a deadline in May. Selected courses have the option of using the Audience Response questions during their lectures. ARS questions will not appear in the syllabi. The ARS system allows you to ask interactive multiple-choice questions on PowerPoint slides embedded throughout your presentation. The audience will answer questions via their own mobile devices and their responses will be tabulated instantly on the presentation slide. The ARS is an excellent way to find out what your audience is thinking about a topic, or to develop a case presentation, challenging them to choose the best "next-step" in care.

Approved ARS courses will be given directions on submitting their ARS questions/answers (in Word document).   If your course is approved:

1. Decide how many questions to ask. Each question and answer review will take 1 - 2 minutes—so you should allow 6 to 8 minutes in your lecture time for 4 ARS questions.
2. Choose a format for your questions/answers. See sample good/bad ARS slides on the next pages or at the following link: https://www.asrm.org/globalassets/asrm/asrm-content/events/presenters/good-bad_example_ars_questions.pdf
3. Submit your proposed questions to ASRM; wait for approval and receipt of edits.
4. Insert the approved ARS questions into your presentation at the spots where you would like to ask your questions.
5. Reupload your presentations with the inserted questions.

✓ DO USE these types of ARS Questions/Answers

▸ **Learner Knowledge** (could use as pre/post)

In which disease is there a high risk of minimal residual disease in ovarian tissue?
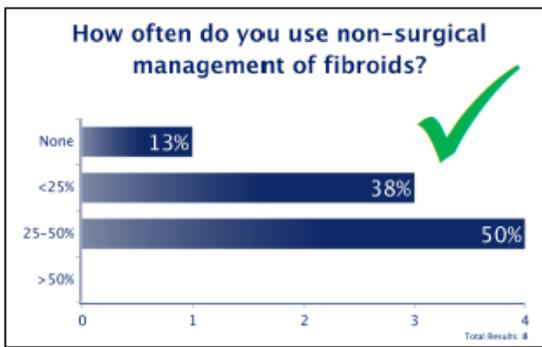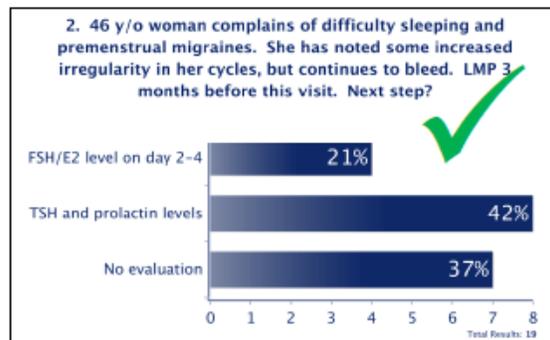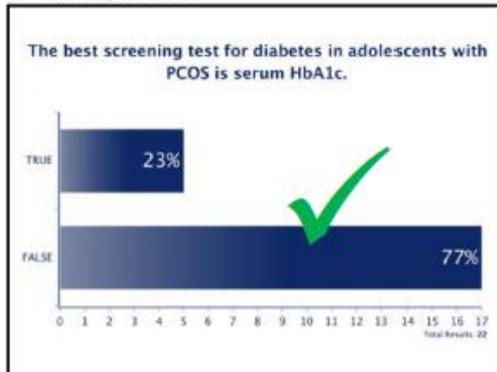
Answer	Percentage
Leukemia	76%
Hodgkin's disease	6%
Breast cancer	12%
Rectal cancer	6%

Total Results: 17

▸ **Controversial/Opinion**

How old is too old to be a parent?

Answer	Percentage
>45	11%
>50	51%
>55	25%
>60	9%
No limits	3%

Total Results: 88

▸ **Practice Patterns**

How often do you use non-surgical management of fibroids?

Answer	Percentage
None	13%
<25%	38%
25-50%	50%
>50%	

Total Results: 8

▸ **Case Study/Next Step**

2. 46 y/o woman complains of difficulty sleeping and premenstrual migraines. She has noted some increased irregularity in her cycles, but continues to bleed. LMP 3 months before this visit. Next step?

Answer	Percentage
FSH/E2 level on day 2-4	21%
TSH and prolactin levels	42%
No evaluation	37%

Total Results: 19

▸ **TRUE/FALSE**

The best screening test for diabetes in adolescents with PCOS is serum HbA1c.

Answer	Percentage
TRUE	23%
FALSE	77%

Total Results: 22

▸ **Audience Demographics**

How do you characterize your specialization?

Answer	Percentage
Reproductive Endocrinologist	37%
Urologist/Andrologist	47%
Embryologist/ Lab Personnel	5%
Nurse	2%
Other	9%

Total Results: 43

DO <u>NOT</u> USE THESE TYPES of ARS Questions/Answers

▸ *Too Basic – the audience already knew the answer*

How many chromosomes does a mature sperm have?
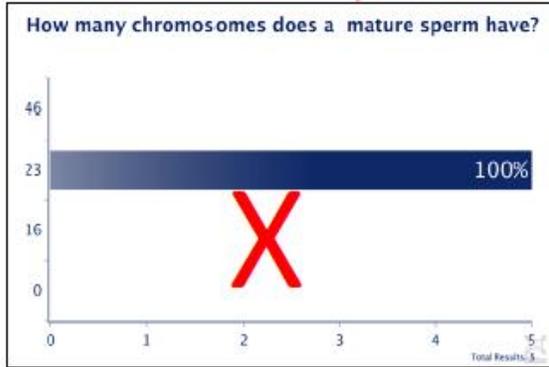
▸ *Question is too complicated*

The World Health Organization (WHO) has participated actively in reproductive medicine issues globally by all of the following EXCEPT
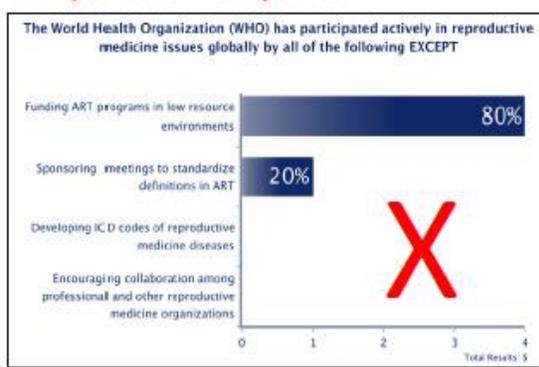
▸ *Too many answer choices/ negative question*

Which is not a risk associated with IVF and PGD?

▸ *Answers are too long*

FDA testing for male same sex couples can get complex. Which of the following are true?

PERMISSION REQUEST (if not available online) – APPENDIX 2

Date: _____

To:
Publisher/Original Author: _____
Address: _____
City, State, Zip: _____

From:
Author Requesting Permission: _____
Address: _____ City/State/Zip:
_____
Phone: _____   Fax: _____

Dear Sir/Madam:

I am preparing an article to include in the syllabus of the Pre-Congress course to be presented on
_____
sponsored by the American Society for Reproductive Medicine. This course is for health professionals who already have
a working knowledge of reproductive endocrinology and fertility.

It is my understanding that you hold the rights to the material listed below, which I would like to include in my article.
Therefore, I am hereby requesting permission to include the following material specified as tables, figures, author(s),
title, date, volume, page(s), etc.:

_____

Please indicate your permission by signing, dating and returning this letter to me as soon as possible. Please send a copy
as indicated below to Jody Thrash at the American Society for Reproductive Medicine.

Thank you.

_____
Author's Signature
****
Permission is hereby granted for use of the following material: (Specify exact material, tables and figures, author(s), title,
date, volume, page(s), etc.)
Reference: _____

_____

_____   _____
Signature   Title
Publisher/Original Author: Please send a copy of this completed form to:
Jody Thrash, M.B.A.
American Society for Reproductive Medicine
1209 Montgomery Highway
Birmingham, AL 35216
Fax: (205) 978-5005 or email: jthrash@asrm.org

APPENDIX 3

LEARNING OBJECTIVES

There must be behaviorally stated learning objectives specific to the content for each lecture.

Participants learn more from a presentation when they have been told precisely what they stand to gain. That is why learning objectives are a requirement for each presentation. They should be a part of the slide presentation at the beginning of each lecture. They give participants a way to organize the information presented.

Therefore, the instructor should develop several objectives for each presentation. These should be expressed in terms of the knowledge, skills, or values that the participants can demonstrate by an action or behavior.

- When possible, an objective should name a behavior directly describable in terms of patient care, (i.e., to diagnose primary ovarian insufficiency).
- When the outcome is an understanding not directly describable in terms of patient care, the objective should name a behavior showing the participant has, in fact, acquired the desired understanding (i.e., to diagram the regulation of prolactin secretion).
- Avoid objectives for a lecture that can only be achieved with hands-on experience (i.e., to perform a linear salpingostomy).

A clue to good learning objectives is carefully selected verbs that describe what the participant will be able to do because of having attended this presentation. The following page contains a list of such verbs.

Examples of learning objectives:

LEARNING OBJECTIVES
At the conclusion of this presentation, participants should be able to:

1. List, according to incidence, the causes of delayed sexual development.
2. Cite the parameters of normal fertility in the general population against which the functioning of the infertile couple must be judged.

LIST OF VERBS FOR FORMULATING LEARNING OBJECTIVES

1. Those that communicate **KNOWLEDGE**

Information	Comprehension	Application		Analysis	Synthesis	Evaluation
cite	associate	apply	practice	appraise	arrange	appraise
count	classify	calculate	predict	contract	assemble	assess
define	compare	complete	relate	criticize	collect	choose
describe	compute	demonstrate	report	debate	compose	critique
draw	contrast	dramatize	restate	detect	construct	estimate
indicate	describe	employ	review	diagram	create	evaluate
list	differentiate	examine	schedule	differentiate	design	grade
name	discuss	illustrate	sketch	distinguish	detect	judge
point	distinguish	interpolate	solve	experiment	formulate	measure
quote	estimate	interpret	translate	infer	generalize	rank
read	explain	locate	use	inspect	integrate	rate
recite	express	operate	utilize	inventory	manage	recommend

record	extrapolate	order		question	organize	revise
repeat	interpolate			separate	plan	score
select	interpret				prepare	test
state	predict				produce	
tabulate	report				propose	
tell	restate				specify	
trace	review					
	translate					

2.   Those that impart **SKILLS**

diagnose	hold	internalize	measure	pass	project
empathize	integrate	massage	palpate	percuss	visualize

3.   Those that convey **ATTITUDES**

acquire	exemplify	realize	reflect

4.   **These verbs are BETTER AVOIDED**. They are often used, but are open to many
        interpretations.

appreciate	believe	have faith in	know	learn	understand