# Continuing Medical Education (CME)/Continuing Education (CE)
## ASRM Scientific Congress <u>Postgraduate Course</u>
## 2023 Submission Instructions

Below are instructions and general guidelines for what needs to be gathered & decided before you begin submitting a 2023 Postgraduate Course proposal through the link that was provided. Only the identified **Program Contact** for each affiliate society, professional group, or special interest group will receive the link and only the **Program Contact** should submit into the link. Do not share the link with your group at-large.

**The first page of the submission is called the <u>Setup Session</u> step and it asks for most of the proposal information:**

1. **SESSION TITLE** (maximum 100 characters, including spaces)
   - Postgraduate course titles should be catchy, easy to understand, and not include brand names or references to outside organizations.

2. **PRESENTATION TYPE**
   - Postgraduate Courses are either full day (8:00 am – 5:00 pm) or half day (either 8:00 am to 12:00 pm or 1:00 pm to 5:00 pm). Choose which you are proposing from the provided drop-down list.

3. **GENERAL INFORMATION**
   - **Presentation Type** – Select from the provided drop-down list: full day or half day proposals
     - Full day runs 8:00 am to 5:00 pm
     - Half day can be either am (8:00 am to 12:00 pm) or pm (1:00 pm to 5:00 pm)
   - **Submitter Full Name & Submitter Email (this will auto-populate to the person logged in)**
     - Only the person who submits a proposal can edit the proposal. This should always be the group **Program Contact** so they will have access to the system to make updates or requested changes to the session.
   - **Scheduling Restrictions** - Select up to 6 Tracks this session is involved in.
   - **Extra assistance needed** - Do you have Proctors or other lab/hands-on faculty beyond the typical instructors you need to request for this course? If so, please explain in the provided text box (how many, who, etc.).
     - **Note**: *Proctors are typically paid a smaller fraction of the total course budget but having proctors does not increase the budget for a course.*
   - **Additional speaker needed** - Justification for more speakers than typically allowed will need to be provided & this request is not guaranteed to be approved.
   - **Tracks** - Select up to 6 Tracks this session is involved in.
   - **Group(s) affiliated with this proposal**
     - Only list groups that have agreed to be a part of this session - you should request speakers & input from them. **Never** just list groups without first confirming with the group contact.
   - **Diversity, equity, and inclusion** – Check this box to indicate your proposal includes a diverse range of speakers, fair representation, and inclusivity of content. **<u>ASRM considers diversity, equity, and inclusion an important factor in all proposals and asks that those submitting proposals include this in their planning as well.</u>**
   - **Hands-on Courses**
   ASRM has a limited number of slots and logistical assistance available for **hands-on courses**. Hands-on courses require a minimum of 25 participants to register (preferably more), so hands-on courses need to be very appealing to attendees. ASRM reserves the right to cancel a PG course if registration numbers do not reflect the minimum attendance. Any hands-on requests will have to be approved by the Program Planning review to proceed with hands-on portions to their course (vs. just "interactive").
     - Are you requesting a hands-on portion to your course? – Answer YES or NO.
     - How much of your course do you intend to be hands-on? – Select from the drop-down list of timeframes.
     - If interested in hands-on for this course, provide a 2-3 sentence statement explaining what the hands-on portion of your course will look like.

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 Postgraduate 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. **SESSION 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 Postgraduate 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 Postgraduate Course**

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

7. **Choose ACGME COMPETENCIES for your Postgraduate 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 contest 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**

**The second page of the submission proposal is** <u>Learning Objectives</u>**:**

8. **LEARNING OBJECTIVES**

**NOTE**: if you do not automatically arrive at this page after clicking SAVE at the bottom of the Setup Session page, your proposal may be missing some information. Please review your previous steps to ensure all content was provided.

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 Postgraduate 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 | | | | |

9. **SPEAKER INFORMATION**

**NOTE**: if you do not automatically arrive at this page after clicking CONTINUE from the Learning Objectives page, your proposal may be missing some information. Please review your previous steps to ensure all content was provided.

> **ASRM asks that all proposed speakers demonstrate the range of diversity of our members, fair representation, and inclusive conversations.**

- **Add the Chair and Speaker(s)** to the system by choosing the role and then looking up the name in the search bar. If the name cannot be found, click "New Person" and add in the person. To add a new person, you will need First & Last Name, Degree, email, and Affiliation name.
- **Speakers of diverse backgrounds, expertise, and skill level should be considered. Using the same speakers each year is highly discouraged.**
- 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**. These maximums are enforced. Course chairs are expected to present in their courses, not just moderate. **Chairs** should always be a member of both ASRM and your group, to provide correct oversight.

> **It is ASRM policy to not have duplicated speakers/chairs during the Monday-Tuesday-Wednesday sessions or duplicate Pre-Congress faculty on Saturday/Sunday. A speaker can speak/chair in 1 Pre-Congress course and 1 M-T-W session.**

10. **LECTURE SCHEDULE**
- Please refer to these sample Postgraduate lecture schedules:
  - [Full-day](#)
  - [AM half-day](#)
  - [PM half-day](#)
- ASRM provides these example lecture schedules for you that details the begin & end times, break, and lunch times (that cannot be moved or changed). Other than those restrictions, it is up to you how to spend the time in your course.
- ASRM is looking for audience-engaging & interactive Postgraduate courses. A few courses will be hands-on with live demos, but most will not. Please add in audience engagement, team-based learning, or other dynamic interactions with your course learners beyond just the normal Q&A & panels. The more engaging a course is, the strong proposal it will be during review.

11. **REVIEW & SUBMIT**

**NOTE**: if you do not automatically arrive at this page, your proposal may be missing some information. Please review your previous steps to ensure all content was provided. **Your proposal will be considered incomplete and immediately rejected if all previous steps are not complete.**

- **REVIEW** - On this page, you should review the full content you have submitted for the proposal and ensure proper grammar, full sentences, and professional wording was used for this proposal. Also ensure all content was submitted correctly. To make an edit, simply click the title of the step you want to make the edit in and make your edit(s).
- **PRINT/SAVE** - Once you have read over the full proposal and are confident the proposal is ready, click on "Click here to print this page". This will immediately open a box to print this page. We suggest you save as a PDF for you and your group to have a full copy of this proposal. This will include everything you submitted, including the names and contact information of all speakers/chairs. A copy of all proposals submitted should be saved each year by the submitting **Program Contact,** so the group has these as a reference.
- **SUBMIT** – Once you've printed a copy for your records, click on the submit button to fully submit your proposal.

**ALL PROPOSALS SHOULD BE SUBMITTED VIA THE LINK PROVIDED TO THE GROUP PROGRAM CONTACT.**