Creating Your Course Materials

For Pre-Congress courses, you are asked to create materials that are provided to course attendees as part of a **course syllabus**. Additionally, you will create your course presentation. **NOTE**: *Syllabus materials and presentation materials are different and will be uploaded separately at different times*. Syllabus materials are distributed as part of a syllabus to those who attend the course, whereas presentation slides can be more complex (contain videos, ARS questions, case scenarios) and will not be shared with learners.

- What you provide in your upload due by June 1, 2019 should **NOT** be your complete presentation, but more of an overview of your materials that provide a basis for note-taking to the attendees.
- ARS questions and videos should **not** be part of the **syllabus** materials you upload.
- Some faculty choose not to include discussion questions or case studies in their syllabus materials to encourage discussion at the course. This is a personal choice and we leave this up to you to decide what to provide and what not to provide in your materials.
- You will upload this **syllabus** material by **June 1, 2019**.

Once it has been reviewed and edited by the ASRM staff, it will be uploaded to the Presentation Management site for you. You can add your complete **presentation** slides to the syllabus presentation and have access to edit your presentation until the day before your course. On-site, you would do this in the Speaker Ready Room.

◆ **Learning Objectives for Each Lecture (Appendix 1)**
- Learning objectives for each lecture are listed in Slide 2 of each presentation.

◆ **Each presenter must disclose commercial/financial relationships with any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. This disclosure must be stated as well as presented on a slide in your presentation.**
- o These are reviewed by ASRM and any conflicts of interest resolved.
- o Disclosures are listed on Slide 3 of each presentation
- o "Nothing to disclose" should be placed on the slide ONLY if you have no relationships to disclose
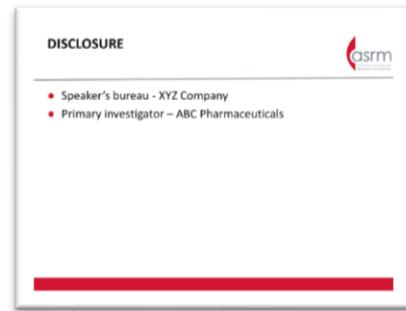
◆ **PowerPoint Lectures: 1 file for each lecture**
- Prepare each lecture as a PowerPoint slide presentation. If you use a Macintosh computer, please verify on a Windows-compatible computer that the symbols and fonts are reproduced as you intend. The **ASRM template** is located on the **Presenter Resources** page of the ASRM Scientific Congress site: https://scientific.asrmcongress.org. ASRM asks that at minimum the first 3 slides in our template are used in all PowerPoints created for the course.
- The first three slides for each lecture should be as follows:
    - o **Slide 1** - Lecture title, your full name, highest medical/academic degree and affiliation, and/or professional title.
    - o **Slide 2** – List the Learning Objectives for the specific lecture.

- o **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.
- In compliance with AMA and ACCME, materials must be unbiased, independent, and present objective information. The presentation may describe or explain complementary and alternative health-care practices but needs to include discussion of the existing level of scientific evidence to support the practices.
- Previously published graphs, images, and charts must be referenced and must 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 2)**
- If videos are included as part of the lecture, please embed each video in the PowerPoint presentation and upload the file separately as well.

A brief tutorial on how to prepare excellent PowerPoint presentations is available on the Presenter Resources page (under the Pre-Congress Course Presenters section) on the ASRM Congress site: https://scientific.asrmcongress.org.

◆ **References: 1 FILE FOR EACH LECTURE**
- **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**
- The Audience Response System (ARS) allows you to ask interactive multiple-choice questions on PowerPoint slides embedded within 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 ARS in your course.

Submitting Your Files

◆ **Submit complete syllabus materials by June 1, 2019 with material for all lectures:**

Lecture 1
▪ Lecture 1 **PowerPoint**
▪ Lecture 1 References **in Word**
Lecture 2
▪ Lecture 2 **PowerPoint**
▪ Lecture 2 References **in Word**
Lectures 3+ in same format
No PDF files are accepted.

◆ **Uploading Presentation Files**

• All faculty will receive further instructions from Jody Thrash (jthrash@asrm.org) once the Presentation Management site opens regarding creating a log-in and uploading materials. You will have access to edit these files until the day before your presentation. You can do this online at any time before the meeting. Once on-site, you should make edits in the Speaker Ready Room.

REMINDER:
• ASRM will review and edit the PowerPoint presentations and Word documents and prepare them as part of the course syllabus. Do NOT include your ARS questions or discussion items in your syllabus material upload due by June 1, 2019. You will add those to your presentation materials once the Presentation Upload site is up.
• The edited PowerPoint presentations and the complete syllabus (PDF format) will be available for course chairs and faculty to download in September 2019. ASRM urges faculty to use these edited PowerPoint files for any last-minute updates/edits as these are the versions used to create the course syllabus.

APPENDIX 1

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

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 Meredith Sauls 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:
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