ACAAI Proposal Submission Checklist

HERE'S WHAT YOU WILL NEED TO SUBMIT (it's easy!):

- ✓ TITLE, DESCRIPTION AND AT LEAST ONE LEARNING OBJECTIVE PER PRESENTER
- ✓ SESSION FORMAT TYPE AND TRACK
- ✓ NAME AND EMAIL OF CO-PRESENTERS
- ✓ BIOSKETCH (3-5 SENTENCES THAT TELL US ABOUT YOUR EXPERTISE)
- ✓ DISCLOSURE OF RELEVANT FINANCIAL RELATIONSHIPS

TITLE

A presentation title serves 3 purposes: (1) grab the reader's attention, (2) introduce a topic, (30 convey the tone of your presentation). The title is a first impression and should serve as a hook. It sets up an expectation that the presentation will be worth the time and effort to attend. It might incude a metaphor, use alliteration or a popular expression. Some words that make powerful titles include; Insights, Answers, Questions, Why, Top and Best.

Example: Nuts and Bolts of Rush and Cluster Immunotherapy

DESCRIPTION

The description should be a short (2-3 sentences), easy-to-understand explanation of the session. Include reference to the audience (if other than general), relevance to practice (why is this important to know), and what will be covered - highlighting what is new in the field.

Example: Immunotherapy (IT) is highly effective in certain allergic ailments, but many patients have difficulty building up to the high, effective doses necessary to achieve relief. Rush and Cluster IT allows for accelerated forms of building up the dose, making IT a good option in many patients who would otherwise not be candidates. This session will include discussion of the efficacy, procedures, coding, safety, risk factors and outcome for both cluster and rush subcutaneous immunotherapy (SCIT).

LEARNING OBJECTIVES

You will need at least one well written learning objective per presenter. See the examples in the last section.

SESSION FORMAT TYPE – ANNUAL MEETING

Allied Health Professionals Course

This 1½ day course is designed for RNs, LPNs, MAs, PAs, NPs and MD/DOs. Topics span the breadth of practice. This course is comprised of:

- 2 half-day general sessions, each comprised of four 55 minute didactic presentations
- 1 half-day of four 90 minute workshops offered concurrently and then repeated.

Advanced Practice Health Care Providers Course

This full day course targets the interests of nurse practitioners, PAs, allergy/immunology nurses and other HCPs with extensive experience. This format combines didactic sessions that vary in length from 20 up to 50 minutes and 90 minute interactive workshops.

Fellows-in-Training Educational Program

This 2 hour session is specifically designed to address topics of special interest to Fellows in Training. There are generally 2-3 presentations and time for discussion.

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<u>Pro/Con Debate</u>
This one hour session offers a stimulating, evidence-based discussion of both sides of a single issue. A pro/con debate includes two speakers and moderator. Each speaker gives a 15 minute presentation and then has 5 minutes for rebuttal, followed by questions and discussion.

<u>Program Director's Educational Program</u>
This 2 hour session is specifically designed for program directors, associate program directors, Key Faculty in Allergy Immunology programs, and those who aspire to such positions. It will address topics regarding education and academic leadership.

<u>Meet the Professor Breakfast Sessions</u>
Meet the Professor Breakfast sessions are meant to be a small, intimate conversation with leading authorities where health care providers can discuss the pathogenesis, diagnosis and management of the topic.

<u>Plenary Sessions</u>
Plenaries are the premier educational sessions of the meeting, presenting high interest topics in didactic format to all meeting delegates. These moderator led sessions are one and a half hours long with three 30 minute talks.

<u>Symposia</u>
ACAAI Symposia are lecture-based sessions consisting of several presentations that adhere to a common theme. Each symposium includes time for questions, either after each presentation or as a panel discussion at the end of the symposium.

<u>Thursday Conference</u>
The Thursday Conference is a full-day program based around one central theme.

<u>Hands-on Workshops</u>
This is a 2 hour intensive session for small groups that emphasizes interactive and hands-on skills instruction. It is designed to fully engage its participants in the learning process, informing, demonstrating, practicing, reflecting and problem solving.

<u>Case-based Workshops</u>
This is a 2 hour intensive session for groups that emphasizes interaction and decision-making using simulated cases, patient scenarios or problem-based learning. Its purpose is to get its participants to be fully involved in the learning process of collaborative analysis, discussion and problem solving.

TRACK - Your topic may fit under more than one track - select the single best fit.

ASTHMA AND RESPIRATORY/SLEEP DISORDERS
CLINICAL IMMUNOLOGY AND AUTOIMMUNE AND BIOLOGICALS
DERMATOLOGY
ENVIRONMENTAL AND INTEGRATIVE MEDICINE
FOOD & DRUG ALLERGY AND GI DISORDERS
IMMUNOTHERAPY AND DIAGNOSTICS
POPULATION HEALTH AND INFECTIOUS DISEASES/INTERNATIONAL TRAVEL
PRACTICE MANAGEMENT/PROFESSIONAL ISSUES
RHINITIS/SINUSITIS/OCULAR AND ANAPHYLAXIS

COMPETENCIES

<u>Patient Care</u> – the ability to provide patient care that is compassionate, appropriate, and effective for the treatment of

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health problems and the promotion of health:
- data gathering
- history taking
- patient examination
- diagnosis

- interpretation/decision-making/assessment
- management/treatment plans
- preventive care
- procedures

Medical Knowledge – the knowledge about established and evolving biomedical, clinical, and cognate sciences and the application of this knowledge to patient care:
- general principles/concepts/theories
- applied basic sciences
- applied biomedical sciences
- applied clinical knowledge

- epidemiology and psychosocial behavioral sciences
- population-based medicine

Practice-based Learning and Improvement – the ability to investigate and evaluate patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices:
- benchmarks/best practices
- practice related quality improvement
- evidence-based practice/medicine
- continuing professional development/continuing

medical education
- practice self-assessment
- information technology/medical informatics
- teaching and learning and life-long learning

Interpersonal and Communication Skills – the ability to demonstrate interpersonal and communication skills that result in effective information exchange and collaboration with patients, their families, and other health professionals:
- teaming and team leadership skills (inter-professional, multi-disciplinary)
- effective communicator and listener
- caring, respectful behavior

- written and verbal communication skills
- educating/counseling patients and family members
- teaching skills

Professionalism – reflects a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population:
- physician accountability
- humanistic qualities (respect, compassion, integrity)
- professional ethics
- socio-cultural factors (sensitivity to culture,

diversity,gender, age, disabilities)
- advocacy for and responsive to patient needs
- commitment to excellence and quality care
- mentorship and role-modeling

System-based Practice – an awareness of and responsiveness to the larger context and system of healthcare, and the ability to call effectively on other resources in the system to provide optimal health care:
- patient safety
- cost-effective care
- management of resources
- medical errors
- continuity of care

- healthcare delivery and systems of care models
- utilization issues
- risk management
- electronic record keeping
- management and leadership skills

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TIPS ON WRITING LEARNING OBJECTIVES

A learning objective is a statement that describes the knowledge, skills, and/or attitudes that participants will gain from the educational activity. When developing objectives, ask these questions: What should the result of the educational activity be for participants? What should the participant be able to do? What should the participant know?

How to write a learning objective
For the purpose of ACAAI CME programs, provide 1-3 learning objectives that:
- Are congruent with identified gaps, and to reflect our CME mission to improve (at least) competence.
- List each objective in learner-oriented, not faculty-oriented, terms
- List each objective in <u>measurable terms</u>
- Consist of only one action or outcome
- Complete this statement: "Upon completion of this learning activity, participants should be able to...."

EXAMPLES:
- ✓ Upon completion of this learning activity, participants should be able to recognize the clinical presentations of HAE and how to distinguish it from histamine mediated angioedema.

- ✓ Upon completion of this learning activity, participants should be able to manage exacerbations in patients with asthma/COPD overlap syndrome (ACOS), and assess when, and if, such patients should be referred to another specialist for further care.

Why develop learning objectives?
The ACAAI is an accredited provider of continuing medical education by the Accreditation Council for Continuing Medical Education and all CME programs are required to have learning objectives to guide the educational activity. Learning objectives:
- Help prospective participants determine whether this educational activity meets their needs or interests.
- Guide learning as participants engage in the educational activity, i.e., attend your presentation.
- Help us gauge the success of the educational activity by asking participants to evaluate how well the learning objectives were met.
- Help identify intended results in terms of **knowledge** (*facts and information)* **competence** *(knowing how to do something),* and **performance** (*what one actually does in practice)*.

Effective verbs for formulating learning objectives
The following verbs have been found to be effective in formulating learning objectives. They are arranged progressively by Bloom's Taxonomy and **knowledge, competence and performance.**

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INFORMATION (knowledge)	COMPREHENSION (knowledge)	APPLICATION (competence)	ANALYSIS (competence)	SYNTHESIS (performance)	EVALUATION (performance)	SKILLS (performance)	ATTITUDE	AVOID THESE
cite	associate	adapt	analyze	arrange	appraise	diagnose	acquire	~~understand~~
count	classify	apply	appraise	assemble	approve	empathize	exemplify	~~learn~~
define	compare	calculate	break down	collect	assess	hold	realize	~~know~~
describe	compute	chart	categorize	compose	choose	integrate	reflect	~~appreciate~~
draw	contrast	complete	compare	construct	conclude	internalize		~~believe~~
identify	describe	compute	contrast	create	confirm	massage		
indicate	diagram	demonstrate	correlate	design	critique	measure		
list	differentiate	develop	criticize	detect	diagnose	palpate		
name	discuss	employ	debate	formulate	estimate	pass		
point	distinguish	examine	defend	integrate	evaluate	percuss		
quote	estimate	generalize	detect	manage	generalize	project		
read	explain	illustrate	diagram	organize	grade	visualize		
recite	express	interpolate	differentiate	plan	judge			
recognize	extrapolate	interpret	distinguish	prepare	justify			
record	interpolate	locate	experiment	prescribe	measure			
relate	interpret	modify	infer	produce	prioritize			
repeat	locate	operate	inspect	propose	rank			
state	predict	order	inventory	specify	rate			
tabulate	report	practice	question		recommend			
tell	restate	predict	separate		revise			
trace	review	prepare	summarize		score			
write	translate	produce			select			
		relate			test			
		report			validate			
		restate						
		review						
		schedule						
		sketch						
		solve						
		translate						
		use						
		utilize						