Continuing Medical Education (CME)/Continuing Education (CE)
ASRM Postgraduate & Scientific Congress- 2025 Submission Instructions

Below are instructions and general guidelines for what needs to be gathered & decided before you begin submitting ASRM 2025 proposals. Only the identified Program Contact for each affiliate society, professional group, special interest group, or committee will receive the link. **Only the Program Contact should submit the proposal**. All communication regarding the submitted proposal will be sent directly to the Program Contact.

ASRM is looking for audience-engaging sessions. Please add audience engagement, team-based learning, or other dynamic interactions with your learners beyond just the normal Q&A and panels. Engaging, dynamic courses are what the program planning committee will be prioritizing.

1. **GENERAL INFORMATION**
   - **Session Title**
     - Titles should be catchy, easy to understand, and not include brand names or references to outside organizations.
   - **Submitter Full Name & Submitter Email**
     - Only the person who submits a proposal can edit the proposal. This should always be the group Program Contact so they can access the system to make updates or requested changes to the session.
   - **Group(s) affiliated with this proposal**
     - Interprofessional and/or interdisciplinary proposals are **NOT** required for ASRM 2025. However **collaboration is still encouraged**. If your session does involve more than one group:
       - Only list groups that have agreed to be a part of this session, have had input into the content, and have provided names of speakers that will represent their group or content. Submissions that are found to have groups listed but not involved in the development of the proposal will automatically be rejected with no review.
   - **Diversity, equity, and inclusion** – Check this box to indicate your proposal includes a diverse range of speakers, fair representation, and inclusivity of content. 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.

2. **ADDITIONAL INFORMATION REQUIRED BY PROPOSAL TYPE**
   - **Postgraduate & Hands-On Course:**
     - **Presentation Type** - Choose the course schedule. ASRM provides example lecture schedules for you that detail the **begin & end times, break times, and lunch times (that cannot be moved or changed)**. Other than those restrictions, it is up to you how time is spent in the course.
       - Full Day runs 8:00 AM to 5:00 PM.
       - Half day can be either AM half-day (8:00 am to 12:00 pm) or PM half-day (1:00 pm to 5:00 pm)
     - **Hands-on Course Setup** - Provide a 2-3 sentence statement describing the hands-on labs, including total number of stations, goals and objectives for each station, and type of equipment and supplies that would be required for each station, and an estimate to the number of attendees that could be accommodated. A proposed budget will also be required. Please be sure to account for any expenses and materials and note if in-kind or industry support may be needed.
   - **Interactive Session:**
     - **Presentation Type- Interactive Sessions must use one of the following session formats.** Failure to properly demonstrate in the proposal how the course will be interactive will result in the course not being considered for programming. Interactive Sessions format descriptions can be viewed **here**:
       - Roving Microphone/Speaker Format
       - Case Presentation/Expert Discussion
       - Audience Response System (ARS)/Polling/Word Clouds
       - Debate/Point-Counterpoint
       - Team-based Learning

3. **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. To see a sample needs assessment/gap analysis click here.

4. **SESSION DESCRIPTION** (approximately 50-100 words)
Summarize the content of the proposed session, including session 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. To see a sample course description, click here.

5. **TARGET AUDIENCE**
Indicate the type of professionals that the session is designed to educate.

6. **ACGME COMPETENCIES**
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. **Note: Any proposal identifying communication and/or skill building competencies MUST BE INTERACTIVE and must be able to clearly demonstrate participant competence.**

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 sometimes 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

7. **CATEGORY**
Select the category or categories that best represent the proposal. Submitters may select up to 3 categories. Only select categories that are the primary focus of the proposal.

8. **LEARNING OBJECTIVES**

Enter Learning Objectives. Include the correct number of learning objectives for your course. 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 the Learning Objectives can be copied from individual presentations given during the course. To see sample learning objectives, click **here**. **Learning objectives must follow the guidelines and formats provided. Please note that if accepted, additional learning objectives may be required based on the educational credits offered.**

- **Postgraduate** - Write 3 learning objectives **per presentation** (not per course), unless otherwise requested.
- **Hands-On, Interactive, Symposia, & Clinical**- Write 3 learning objectives to be addressed during the session, unless otherwise requested.

9. **SPEAKER INFORMATION**

   Add the Chair and Speaker(s) to the system by choosing the role and then looking up the name in the search bar. The email address for each speaker MUST MATCH their ASRM account. Please obtain this information prior to beginning your submission. If the name cannot be found, click "New Person", and add the person. To add a new person, you will need First & Last Name, Degree, email, and Affiliation name. **DO NOT CREATE A NEW ACCOUNT** for a speaker using a different email address.

   - **Speakers Diversity** - Speakers of diverse backgrounds, expertise, and skill levels should be considered. Using the same speakers each year is highly discouraged and can result in a proposal rejection. ASRM asks that all proposed speakers demonstrate the range of diversity of our members, fair representation, and inclusive conversations.
   - **Please note a change in the process** - Program contacts must attest that all speakers proposed have confirmed interest in participating and are willing to attend ASRM 2025. Speakers will receive an email once the proposal is submitted and they must attest and acknowledge their role and willingness to participate.
   - **Speaker Maximums** - These maximums are enforced. **Course chairs are expected to present in their courses** and serve as a speaker, not just moderate. Chairs should always be a member of both ASRM and your group, to provide correct oversight.
     - **Postgraduate & Hands-On**- Each full-day course is allowed 1 Chair and up to 3 additional speakers. Half-day courses are allowed 1 Chair and no more than 2 speakers.
     - **Interactive & Clinicals**-These sessions are 60 minutes in length. Each session has 1 Chair plus 1-2 additional speakers.
     - **Symposia**- Symposia sessions are 75 minutes in length. Each session has 1 Chair and 2 additional speakers.

   > **To ensure diversity of speakers, experiences, and expertise, ASRM allows individuals to serve as a speaker in ONLY 1 Postgraduate course Saturday or Sunday, and as a speaker in ONLY 1 session during the Scientific Congress Monday, Tuesday, or Wednesday.**
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   > **Special exceptions will be considered and must be requested in writing to:**
   > **Dr. Chevis Shannon, Chief Education & Science Officer, cshannon@asrm.org.**

10. **REVIEW & SUBMIT**

    If you do not automatically arrive at this page, your proposal may be missing some information. Your proposal will be considered incomplete and immediately rejected if all previous steps are not complete.

    - **REVIEW** - Review the full content you have submitted for the proposal and ensure proper grammar, full sentences, and professional wording was used. 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 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 the proposal, 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 to be used in the future.
    - **SUBMIT**- Once you've printed a copy for your records, click on the submit button to fully submit the proposal.