

Proposal Submission Planning Tool



PLEASE NOTE: The Committee on Scientific Program will only consider submissions completed and submitted via the online submission portal. This resource is *only* intended as a helpful guide to preparing your proposal. Proposal submission deadline is September 7, 2022, 11:59 p.m. ET.

To submit your proposal:

1. Login to your acog.org account or create a complimentary account. (You do not need to be a member to create an account.)
2. Session proposals MUST include at least one ACOG member.
3. Collect all co-presenters' account email address information.
 - a. Have co-presenters confirm which email address their acog.org account is linked to.
 - b. If they do not have an account, have them create one and send you that information.

In addition, please keep the following in mind:

- Owners and employees of ineligible companies cannot be considered for presentation.
- The content of the presentation must be relevant, accurate, balanced, and have evidence-based recommendations.
- Presentations that promote corporate products or services will not be accepted. Corporate support, if any, must be disclosed.
- Proposals must identify one primary speaker/course director who is the primary point of contact.
- All forms by ALL faculty must be complete and submitted for proposals to be considered.
- Artwork, images, tables, and graphs cannot be included.

BELOW IS THE CONTENT YOU WILL SEE WHEN SUBMITTING A PROPOSAL THROUGH THE ONLINE PORTAL.

Proposal Type/Format (Select 1)

- **Scientific and Clinical Symposia:** These are 60-minute interactive, special-interest sessions. Proposals should address how the session will engage participants. At least 10 minutes should be reserved for questions. When choosing the Scientific and Clinical Symposia session type, please specify the format of your session. Please note that each format has a limited number of speakers.
 - ◇ **Didactic Lectures** should combine a conventional didactic approach with opportunities to encourage audience interaction. Submission proposals for Standard Didactic Lectures may have up to 2 speakers and should include at least 10 minutes for audience Q&A.
 - ◇ **Debates** can pull from a broad array of topics to yield a focused, evidence-based exchange. Debates should include a moderator and be limited to 2 participants presenting contrasting viewpoints on the given topic. The session should be structured to engage the audience. Debates generally include a 10- to 15-minute presentation from each participant, followed by 5 minutes for rebuttal for each participant, with the remaining 15 minutes set aside for audience Q&A.
 - ◇ **Panel sessions** should present an interplay of perspectives and experiences touching on a timely topic in clinical research and practice in an evidence-based fashion. Panel submissions and presentations should integrate the content presented by each panelist or offer engaging avenues for dialogue and interaction between the panelists and audience. Panels should be limited to 2–3 panelists and 1 moderator. Sessions should be timed so that one-third to one-half of the session is devoted to audience participation.
- **EdTalks:** These 45-minute sessions address a single topic with the following format: Three 10-minute, focused, concise, presentations given by 3 separate presenters. Each of the 3 sessions builds on the next. The sessions are then followed by a 15-minute Q&A session directed to the 3 speakers. These sessions do NOT include PowerPoint presentations. EdTalks allow for creation of a sense of a small community discussion with a relatively informal atmosphere. These sessions place great emphasis on audience engagement.
- **Surgical Tutorials:** These instructional sessions offer evidence-based approaches to surgical procedures in obstetrics and gynecology. Surgical Tutorials emphasize case-based learning, using slides, video, and interactive demonstrations. Each segment should be separated by "Ask the Expert" breaks to encourage participation from the audience and faculty. Submission proposals for Surgical Tutorials may include up to 2 speakers.

Proposal Topic (Select 1)

- Emerging Topics
- Gynecology
- Obstetrics
- Office Practice
- Professional Development

Sub-Topic (Select 1)

Each topic has related sub-topics. Select one that best applies. *(please see this list online)*

Learning Objectives

Provide 3 learning objectives and a brief explanation of how each objective will be met. A clear learning objective states what the learner will be able to do upon completion of a continuing professional education activity, in terms of a knowledge, skills, or performance change. A clear objective identifies the desired outcome of the educational offering. Here are some examples of good learning objectives:

- *At the end of this activity, participants will be able to list and compare the value of four genetic diagnostic tools.*
- *At the end of this activity, participants will be able to state the limitations of using fetal amniotic fluid phospholipids vs. ultrasound measurements for the assessment of fetal maturity.*

Title

Please enter the official title of the course. (Maximum 12 words and in title case). The title should be clear and accurate, and should concisely indicate the subject and focus of the presentation. Avoid misleading language and include keywords that will resonate with your intended audience.

Was this content of you talk/research financially supported by a corporate entity? (Select 1—Yes/No)

If yes: Name(s) of the corporate entity(ies)

Short Session Description

The session description should be no more than 60 words. This description will be used as promotional material for the course/session and will be printed in the final program. Inviting, dramatic, or otherwise interesting descriptions are encouraged. Emphasize why your session is important (educational need or practice gap) and how your session will address it. Use complete sentences (no bullets) and avoid writing in first-person narrative. (Maximum 60 words)

What is the educational need or practice gap?

In 3–5 sentences, please define the need for this session (ie, state the problem or knowledge gap that justifies offering this session to the target audience). NOTE: When drafting your needs assessment, consider referencing specific sources to justify the educational offering (peer-reviewed journals, national data sources, consensus of experts, direct observation/experience, etc.). (Maximum 50 words)

Explain how this session will address the need(s) identified.

In 3–5 sentences. (Maximum 50 words)

Session Outline

Outline the content of your presentation to identify what each speaker will be addressing. Also, identify how the format for your session may be appropriate for the topic (eg, case-based scenarios for clinical application of latest guidelines). Please indicate how your session will be engaging with the audience (eg, polling, small group discussion, flip classroom). (Maximum 300 words)

Literature References

Three to five references from peer-reviewed literature about this topic need or any other related research data.

Does your presentation address: (Check all that apply)

- Diversity Equity & Inclusion
- Health Equity
- Patient Safety & Quality Improvement
- Provider Wellness