

Session Proposal Submission Resource Document

Deadline: August 1, 2023

This document serves as a resource to help submitters prepare their materials for submission through the submission portal. The Committee on Scientific Program **will not accept this document as your submission**, nor will they accept individual documentation as requested in the following as a completed submission.

To begin submitting your proposal ...

1. Log in to your ACOG.org account or create a complimentary account. You do not need to be a member to create an account.
2. Collect all co-presenters' email addresses.
 - 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.

When creating and submitting a session proposal, please keep the following in mind:

- Proposed session faculty must include at least one ACOG member. You may not exceed three presenters.
- Sessions are 60 minutes in length.
- Proposals must identify one primary speaker to serve as the primary point of contact.
- Owners and employees of ineligible companies cannot be considered for presentation.
- The content of the presentation must be relevant, accurate, balanced, and have scientifically justified recommendations.
- Presentations that promote corporate products or services will not be accepted and corporate support, if any, must be disclosed.
- ALL faculty must complete ALL forms for the submission to be considered.
- ALL faculty must read and abide by ACOG's policies ([ACOG Code of Professional Ethics](#), the [ACOG Statement of Values](#), the [ACOG Sexual Misconduct Statement of Policy](#), and the [ACOG Meetings Anti-Harassment Policy](#)).
- Artwork, images, tables, and graphs cannot be included.

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

* indicates a required field

Session Format*

- **Scientific and Clinical Symposia:** These are 60-minute sessions with a maximum of three speakers.
- ❖ **Didactic Lectures:** Standard didactic presentations with visual slides with audience question and answers. Audience engagement is encouraged.

- ❖ **Debates:** Debates should include a moderator and two participants presenting contrasting viewpoints on the given topic with or without visual slides. Audience engagement is encouraged.
- ❖ **Panels:** Panels are limited to two panelists and one moderator with or without visual slides. Audience engagement is encouraged.
- **EdTalks:** Three 15-minute, focused, concise, presentations given by 3 separate presenters related by a topic. These sessions can be personal stories that take the audience on a journey on how a clinical issues may be approached. These sessions do NOT include PowerPoint presentations. Audience engagement is encouraged.
- **Surgical Tutorials:** 60-minute sessions with a maximum of two speakers. Instructional sessions of surgical procedures in obstetrics and gynecology with video walkthroughs. Audience engagement is encouraged.

Presentation Track*

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

Proposal Subtopics*

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| <ul style="list-style-type: none"> • Advocacy • Basic sciences • Breastfeeding and chestfeeding • Care for patients with unique obstetric or gynecologic needs • Contraception • COVID-19 and obstetrics and gynecology • Diversity, equity, and inclusion • Education • Ethics and professionalism • Evaluation and diagnosis of antenatal conditions • Evaluation and management of early pregnancy disorders • Evaluation, diagnosis, and management of gynecologic conditions • Evaluation, diagnosis, and management of pelvic floor disorders • Evaluation, diagnosis, and management of reproductive tract cancer • Evaluation, diagnosis, and management of sexually transmitted infections • Evaluation, diagnosis, and management of structural uterine abnormalities • Evaluation, diagnosis, and management of vulvovaginal conditions • General neoplasia care | <ul style="list-style-type: none"> • Gynecologic surgical procedures for benign disorders • Health equity • Immunizations • Infectious diseases • Intrapartum care, complications, and obstetrical procedures • Maternal mortality • Menopause • Minimally invasive surgical procedures • Obstetrical procedures • Office management • Office procedures • Patient safety and quality improvement • Pediatric and adolescent gynecology • Postoperative care • Postpartum care • Prenatal care • Preoperative evaluation and care • Preventive care • Routine care • Subspecialty care for the specialist: complex family planning • Subspecialty care for the specialist: gynecologic oncology • Subspecialty care for the specialist: maternal–fetal medicine |
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- Subspecialty care for the specialist: reproductive endocrinology and infertility
- Subspecialty care for the specialist: urogynecology and reconstructive pelvic surgery
- Substance use disorders
- Surgical complications and care
- Wellness

Level of Instruction:

Indicate the activity’s level of instruction from one of the following. (Select One)

- **Basic:** Entry Level; no prior knowledge of subject necessary
- **Intermediate:** Refresher course; for the experienced physician or health care professional with some years of experience with or basic knowledge of this topic
- **Advanced:** Highly technical; for those with current skills or knowledge and extensive experience in a specialty area

Learning Objectives:

Provide three 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. Learning objectives should contribute to knowledge in the categories you selected for your proposal. 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.

For more tips on how to write learning objectives, [click here](#).

Title*

Please enter the official title of the course. (Maximum 20 words and in title case)

The title should be clear, accurate, and concisely indicate the subject and focus of the presentation. Avoid misleading language and include keywords that will resonate with your intended audience.

Have you presented this topic before at the ACOG Annual Meeting? *

If yes, please list the year of the meeting, session type, and the title of the presentation.

Was the content of your session or research financially supported by a corporate entity?*

If yes, please name the corporate entity or entities.

Short Session Description*

The session description should be no more than 100 words. This will be the description shared with program attendees through the app and in marketing materials. In this description, emphasize why your session is important by describing the educational need or practice gap your session addresses and how you intend to do so. Use complete sentences and avoid writing in first-person.

What is the educational need or practice gap? *

In 50 words, please define the need for this session by stating the problem or knowledge gap that justifies offering this session to the target audience. When drafting your needs assessment, consider referencing specific sources to justify the educational offering, such as peer-review journals, national data sources, consensus of experts, or direct observation or experience. This information will be used for review purposes.

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

In 50 words, please define how this session will address the knowledge gap you have identified. This information will be used for review purposes.

Session Outline*

In 300 words maximum, outline the content of your presentation to identify what topic each speaker will be addressing. Also outline how the format for your session will 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). **Each speaker listed in this session, must be listed in the faculty listing portion of the submission and have completed forms.**

Literature References*

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

Does your presentation address: (Check all that apply) *

- Diversity, Equity, and Inclusion
 - If you checked this box, please explain how the content of your presentation will address this topic.
- Health Equity
 - If you checked this box, please explain how the content of your presentation will address this topic.
- Patient Safety and Quality Improvement
 - If you checked this box, please explain how the content of your presentation will address this topic.
- Health Care Professional Wellness
 - If you checked this box, please explain how the content of your presentation will address this topic.