Guidelines and Instructions
For Submission of Educational Proposals

This document details the process for proposal submission, review and selection of educational programming for the ASCP 2017 Annual Meeting. Valuable tips and guidelines to aid proposal development are also included. We encourage you to read this entire document prior to beginning the online submission process.

All proposals must be submitted at www.ascp.org/2017 via the online submission form. Late proposals, or those received by any means other than the above website will not be reviewed by ASCP.

Proposals must be submitted in English. Submitting a proposal does NOT guarantee acceptance as a speaker at the ASCP 2017 Annual Meeting. ASCP will not be able to provide specific feedback on rejected proposals.

SUBMISSION DEADLINE:
Proposals must be received by 11:59 p.m. on Monday, October 31, 2016.

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How to Submit Online
1. Point your Internet browser to: www.ascp.org/2017.
2. If you submitted a proposal in the past, log in to your account.
3. If you are a 1st time user, click on Call for New Educational Proposals, then select Submit a Proposal Now.
4. Follow the onscreen instructions to complete the three proposal form sections:
   • General Information -- Submitter’s name and contact information, session title, topic category, suggested length and format
   • Learning Strategies -- Intended audience, competencies addressed, learning needs, intended outcomes, interactive components
   • Summary Information -- Session description, proposed faculty presenters

To save yourself time during the proposal entry process, draft your responses to narrative items ahead of time. (See “Narrative Information Requested” below.)

5. Once your proposal submission is complete, you will see a confirmation report.
6. Questions may be emailed to annualmeeting@ascp.org.

Narrative Information Requested
You may wish to prepare your responses for these fields prior to beginning the online proposal submission process. Specific details are needed for each field listed below.

• Session Title (Maximum 100 characters including spaces)
• Learning Needs/Professional Practice Gaps Addressed (2 questions - Maximum 250 words per answer)
• Intended Learning Outcomes (Must provide 3)
• Educational Session Description (Maximum 200 words) – final description for print
• Biography or Curriculum Vitae (for all faculty)
• Additional Information for Review (Maximum 150 words)

General Submission Guidelines
• Individuals may submit a maximum of two proposals as the sole or primary presenter but may be part of additional sessions.
• Only complete proposal submissions will be reviewed. A proposal will be considered complete if all required data entry fields are completed during online submission.
• No fees are required to submit a proposal.

High Interest Topics
Submitters are highly encouraged to submit proposals on any of these topics:

• Innovative ways of enhancing pathologists’ & laboratory professionals’ role in the clinical team
• Healthcare issues (USA & Global)
• Molecular pathology
• Basic concepts, current and future trends in hematology, hematopathology, GI, GYN, pulmonary, breast, endocrine, and head & neck pathology
• Precision diagnostics - personalized medicine
• Informatics
• Emerging technologies

Standard Topic Areas
ASCP welcomes proposal submissions in all aspects of pathology:

• Cytopathology
• Surgical Pathology
• Autopsy, Forensic, Grossing
• Molecular Pathology (techniques, testing, including cytogenetics)
• Hematopathology
• Blood Banking, Transfusion Medicine, Coagulation
• Chemistry
• Medical Microbiology & Infectious Diseases
• Certification Support (fundamental knowledge; American Board of Pathology Maintenance of Certification/ASCP Certification Maintenance Program)
• Education Best Practices for Pathologists and Laboratory Professionals
• Laboratory/Business Management
• Informatics/Digital Pathology
• Laboratory Practice, Quality Management & Quality Control
• Professional Development, Leadership, Career Management
• Public Health Policy, Health Care Reform & Global Pathology
• Clinical Team (pathologists’ role working with clinical team to treat patients/guide care; system based practice)

Best Practice Education
The Annual Meeting Education Committee is specifically looking for education proposals emphasizing one or more of these characteristics of adult learning:

1. Basic Concepts in pathology
2. Active learning components (i.e., planned interactions or events that invite the participant to process, apply, interact and share experiences as part of the educational process)
3. Relevant and contextual information with take away concepts, skills, or best practices
4. Talking points addressing patient care, medical knowledge, practice-based learning, interpersonal and communication skills for healthcare professionals, professionalism in carrying out one’s practice, or use of the overall health care system and clinical team available for caring for patients
5. Teaching strategies involving the audience in problem solving, critical thinking, manipulation of materials, analysis, synthesis and evaluation of the information
6. Emphasis on the application of knowledge to practice (i.e., case-based learning opportunities, tips for immediate application in the practice setting, etc.)
7. Alternative learning endeavors – “flipped classroom”, hands on learning, role playing, etc.
CME/CMLE

The ASCP has implemented a process where everyone who is in a position to control the content of a CME activity must disclose to us all relevant financial relationships with any commercial interest and any conflicts of interest must be resolved prior to the CME activity. Information will be reviewed by the appropriate course director, planning/editorial committee chair, or planning/editorial committee members; a determination will be made to manage the conflict with safeguards against any potential bias. This is not intended to prevent participation unless the conflict of interest is determined to be unresolvable. Refusal to disclose means that you relinquish your ability to participate in the CME activity involved.

Circumstances create a conflict of interest when an individual has an opportunity to affect CME content about products or services of a commercial interest with which he/she has a financial relationship. The conflict of interest depends on the situation and not on the character or actions of the individual.

ACCME and ASCP define commercial interests as entities producing, marketing, re-selling, or distributing health care goods or services consumed by. Or used on, patients (with the exemption of non-profit or government organizations and non-health care related companies). Financial relationships are those relationships in which the individual or his/her spouse or partner benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (excluding diversified mutual funds), or other financial benefit; these are usually associated with roles such as employment, independent contractor (including contracted research), consulting, speaking and teaching, advisory/review panel or board membership, etc. A relevant financial relationship is one that creates a conflict of interest, in any amount, occurring in the 12 months before the individual assumes a role controlling CME content.

New Clarification from ACCME as of June 25, 2015:

- A diagnostic laboratory is not considered an ACCME-defined commercial interest if its business is limited to the provision of diagnostic services that provide clinical results or information to healthcare professionals for their treatment of patients.

- A diagnostic laboratory is considered an ACCME-defined commercial interest if it produces, markets, distributes, or re-sells proprietary diagnostic products or devices to other entities or individuals, such as other laboratories, clinics, clinicians, or patients for the provision of clinical service—for example, providing on-site or in-home clinical results.

- A diagnostic laboratory that is owned or controlled by an ACCME-defined commercial interest is considered an ACCME-defined commercial interest.

Self Assessment Module (SAM) Credits

ASCP is committed to assisting its members with meeting their Maintenance of Certification (MOC) requirements for Self Assessment Module (SAM) credits. Pathologists who participate in the Annual Meeting may earn MOC-SAM credits using post-test questions based on learning objectives and expected outcomes from the educational opportunities at the Annual Meeting.
If your proposal is accepted, you will be asked to provide seven to ten multiple-choice SAM questions and answers matching your session topic.

Review Process and Criteria
The ASCP Annual Meeting Education Committee will review all proposals in November. Submission of a proposal does NOT guarantee acceptance.

Proposals will be reviewed using the following criteria:

- Inclusion of Best Practice Education characteristics
- Clear identification of learning outcomes derived from established needs
- Alignment with the overall Annual Meeting theme, topic areas, and/or any of the high interest topics
- Timeliness and broad interest to any/all of the three primary constituent audiences: pathologists, laboratory professionals, and pathology residents
- Value as core or standard knowledge/practice in pathology or laboratory medicine
- Accuracy of proposed title in representing the content being offered
- Match between experience level of the suggested audience (i.e., novice, experienced) and the depth and/or complexity of the content being proposed
- As appropriate, the attempt to include diverse faculty as proposed presenters (i.e., pathologists, laboratory professionals, residents, non-U.S.-based)
- As appropriate, inclusion of similarities and differences in clinical practice and laboratory medicine for U.S.-based versus non-U.S.-based professionals
- Demonstration of scientific rigor, objectivity, and freedom of commercial bias for or against any product
- Speaking/presentation experience of the proposed faculty

The Annual Meeting Education Committee will also consider factors such as timeliness of the subject matter, overlap with other sessions, and overall balance of all Annual Meeting education in making their selections.

Note that the Annual Meeting Education Committee reserves the right to suggest modifications to submitted proposals, including topic focus, faculty composition, presentation format, and so on, towards the goal of creating a dynamic, progressive educational program that is of highest value to all Annual Meeting participants.

Faculty Presenter Expectations
ASCP maintains pride and respect for the exemplary faculty at ASCP-sponsored educational events and sets high standards for those who participate in the Annual Meeting. All presentations must be made in English. ASCP also expects that Annual Meeting faculty will be committed to:

1. Creating engaging educational experiences for learners
2. Encouraging interaction with and amongst learners
3. Speaking at an appropriate level for the expected audience (i.e., novice, experienced)
4. Staying on time and on task
5. Using technology wisely
6. Using clear verbal communication skills for accurately narrating, describing, hypothesizing and supporting an opinion

7. Addressing physician competencies in education (i.e., patient care, medical knowledge, practice-based learning, interpersonal and communication skills for healthcare professionals, professionalism in carrying out one’s practice, or use of the overall health care system and clinical team available for caring for patients

Invited Faculty Benefits
Detailed information on benefits for Annual Meeting faculty, including travel assistance, complimentary fees, and onsite meeting amenities, will be provided in the invitation letters issued to those being asked to present at the ASCP 2017 Annual Meeting.

Writing Effective Titles
Here are some tips on how you can improve your titles:

1. Make your titles powerful. They should be declarative and should make a bold statement. Implicit in the title should be the reason why your audience should attend your session.
2. Think of your session as a tangible object. What statement would you put in a newspaper if you were trying to sell this session? Your title should be formed in the same way.
3. Cater your title to your potential audience. Who is your audience? What would they need to hear to make them want to attend your session? A bold statement or claim is a good way to get your audience’s attention.
4. Make your title simple and clear. Titles that are too long, no matter how witty and clever, get passed over. When a reader skims through a list of titles and sees a bunch of long ones, and one shorter one, which one do you think they will read first? People are attracted, at least initially, to the easy way, the shorter title. Shorter titles that are direct and to the point.

Follow these suggestions to make your titles more attractive. The better the title, the more interest you will attract and the more attendees you will have at your session.

Physician Competencies
ASCP is committed to helping pathologists meet their life-long learning requirements. Our CME activities address learning needs across the six physician competency areas adopted by the ACGME and the ABMS. These six competencies are essential for all practicing pathologists, in addition to all residents.

PC Patient Care - a satisfactory level of diagnostic competence and the ability to provide appropriate and effective care in the context of pathology services.

MK Medical Knowledge - knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge to pathology.
PBL Practice-Based Learning and Improvement - the ability to investigate and evaluate his/her diagnostic and consultative practices, appraise and assimilate scientific evidence, and improve individual care practices.

ICS Interpersonal and Communication Skills - interpersonal and communication skills that result in effective relationships, information exchange and learning with other health care providers, patients, and patients’ families.

PR Professionalism - a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

SBP Systems-Based Practice - an awareness and responsiveness to the larger context and systems of health care and the ability to call on system resources to provide pathology services that are of optimal value.

Developing Learning Outcomes
The desired result of a CME or CMLE activity is ultimately a change in learner competency, performance or in patient outcomes, to make a difference and improve patient care.

The learning outcomes of a specific educational activity are not for the learner to simply know things, but rather to utilize and apply that knowledge. To assist in articulating an activity’s outcomes or desired results, consider the following questions:

- What are the professional practice gaps and educational needs (in knowledge, competence, or performance) that will be addressed by this CME/CMLE activity?
- What are the desired results of this activity in terms of learners’ performance or patients’ health?
- What will a learner be able to do as a result of learning something (competence)?
- What change is a learner expected to make in his/her professional work or practice (performance)?

Learning outcomes should be expressed in terms of the desired change in competence or performance or patient outcomes, e.g., an improvement in ability or behavior, to be implemented and applied in practice.

Competence – ability; knowing how to do something
Performance – the skills, abilities, and strategies one implements in practice
Patient outcomes – the process and content of the quality and safety of care

What are the characteristics of good learning outcomes?
Learning outcomes have three distinguishing characteristics.

1. The specified action by the learners must be observable.
2. The specified action by the learners must be measurable.
3. The specified action must be performed by the learners.
The ultimate test when writing a learning outcome is whether or not the action taken by the participants can be assessed. If not, the outcome probably does not meet all three of the characteristics.

1. Who is to perform;
2. What action they are to take; and
3. Some result that must come from their action.

How do you fix an unclear outcome?
Many educational programs include learning outcomes that are unclear or represent elements of curriculum rather than some action that the participants will demonstrate. Note the following examples:

*Participants will understand the significance of new molecular data regarding lymphomas.*
*Participants will develop an appreciation of “high-yield” topics for residency training.*

If you ask a simple question ("Can it be measured?") you see readily that these learning outcomes have shortcomings. They are not measurable. The same outcomes can be modified by changing the action verbs.

*Participants will evaluate the significance of new molecular data regarding lymphomas.*
*Participants will identify at least three “high-yield” topics for residency training.*

Learners now have a much better idea of what is expected of them.

What is the importance of action verbs?
Since the learner's performance should be observable and measurable, the verb chosen for each outcome statement should be an action verb that results in overt behavior that can be observed and measured.

Some verbs that may be helpful in describing desired results in terms of learner behavior change:

<table>
<thead>
<tr>
<th>Advise</th>
<th>Contrast</th>
<th>Develop</th>
<th>Formulate</th>
<th>Organize</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Coordinate</td>
<td>Devise</td>
<td>Identify</td>
<td>Perform</td>
<td>Transform</td>
</tr>
<tr>
<td>Apply</td>
<td>Create</td>
<td>Diagnose</td>
<td>Implement</td>
<td>Plan</td>
<td>Utilize</td>
</tr>
<tr>
<td>Assess</td>
<td>Decide</td>
<td>Differentiate</td>
<td>Interpret</td>
<td>Predict</td>
<td></td>
</tr>
<tr>
<td>Calculate</td>
<td>Demonstrate</td>
<td>Discriminate</td>
<td>Justify</td>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>Choose</td>
<td>Design</td>
<td>Distinguish</td>
<td>Manage</td>
<td>Propose</td>
<td></td>
</tr>
<tr>
<td>Communicate</td>
<td>Detect</td>
<td>Establish</td>
<td>Modify</td>
<td>Recognize</td>
<td></td>
</tr>
<tr>
<td>Consult</td>
<td>Determine</td>
<td>Evaluate</td>
<td>Operate</td>
<td>Recommend</td>
<td></td>
</tr>
</tbody>
</table>

Certain verbs are unclear and subject to different interpretations in terms of what action they are specifying. Such verbs call for covert behavior that cannot be observed or measured. These types of verbs should be avoided:

<table>
<thead>
<tr>
<th>Know</th>
<th>Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become aware of</td>
<td>Appreciate</td>
</tr>
<tr>
<td>Understand</td>
<td>Become familiar with</td>
</tr>
</tbody>
</table>
Writing Effective Session Descriptions
1. Write for your target audience, their background, and the problems they encounter.

2. Include
   - *Educational format* – Will this session be a traditional didactic lecture, a panel discussion, a point-counterpoint debate, will there be cases for the audience to solve, will there be opportunities for audience interaction using audience response systems, etc?
   - *Educational content* – Include what topics will be covered in this session? Will this presentation emphasize mostly core knowledge or new developments, or a mixture of both?
   - *Educational value* – State why meeting participants should attend this session? What will they learn? What will they be able to take away from the session? What are the practical benefits of attending this session in terms of desired changes in the participant’s knowledge, competence, or performance on the job?

3. Length - Maximum of 200 words.

4. Verbs - Present tense using active language.

5. Review - For grammar, clarity, and impact.