8156 S. Wadsworth Blvd. Unit E #177, Littleton, CO 80128 | [spp@aoeconsulting.com](mailto:spp@aoeconsulting.com) | (720) 625-8271

**Symposium Proposal Form**

**Symposium Title:** Click or tap here to enter text.

**Director(s) Names & Institutional Affiliations:**

|  |  |
| --- | --- |
| Full Name & Credentials: | Click or tap here to enter text. |
| Title(s): | Click or tap here to enter text. |
| Affiliation(s) | Click or tap here to enter text. |
| Department (if applicable): | Click or tap here to enter text. |
| Address: | Click or tap here to enter text. |
| Address 2: | Click or tap here to enter text. |
| Email Address: | Click or tap here to enter text. |
| Telephone Number: | Click or tap here to enter text. |

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| --- | --- |
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| Email Address: | Click or tap here to enter text. |
| Telephone Number: | Click or tap here to enter text. |

**Gap Analysis/Needs Assessment (ACCME Educational Needs and Designed to Change)**

1. **State the professional practice gap(s) of the target audience on which the proposed activity is based.**

**Instructions:** Please use quantitative responses whenever possible to define the professional practice gap(s). A professional practice gap is the difference between current practice and best/better practice. [Click here](https://www.accme.org/faq/educational-needs-criterion-what-meant-professional-practice-gap) for the ACCME definition of professional practice gap.

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| Click or tap here to enter text. |

1. **Educational Needs1**: Based on the professional practice gap(s) identified, what is/are the cause of or contributor?

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| Click or tap here to enter text. |

1. **Educational Needs1:** What are the educational need(s) of the target audience so that the professional practice gap(s) identified above can be closed? Once you have identified the professional practice gap(s), you must identify why a gap exists. Is it due to the target audience’s lack of:
   1. Knowledge (factual information, being aware of something new),
   2. Competence (strategies for knowing how to perform a specific task), and/or
   3. Performance (making a change in their practice, actually doing something new)?

**Instructions**: State the educational need(s) that you determined to be the cause of the professional practice gap(s). Check all that apply and provide narrative.

|  |  |
| --- | --- |
| **Knowledge2** | **Please explain:** Click or tap here to enter text. |
| **Competence3** | **Please explain:** Click or tap here to enter text. |
| **Performance4** | **Please explain:** Click or tap here to enter text. |

***An educational need*** *is defined as “the need for education on a specific topic identified by a gap in professional practice.”*

***Use the below definitions per the ACCME:***

***2Knowledge:*** *the presence of experience and judgement*

***3Competence:*** *“knowing how” to do something; what you would do if you could do it. Knowledge put into action by the learner.*

***4Performance:*** *competence in action, put into practice. Performance implies in practice.*

1. **How was the need for this symposium brought to your attention (e.g., new technology, updated guidelines, peer-reviewed literature, surveys of the target audience, etc.)?**

**Instructions**: Please provide a minimum of two references:

|  |
| --- |
| Click or tap here to enter text. |

1. **What is the overall goal of the symposium?**

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| --- |
| Click or tap here to enter text. |

1. **Designed to Change**: Explain how this activity will be designed to change the target audience’s competence, performance and/or patient outcomes:

|  |
| --- |
| Click or tap here to enter text. |

1. **Learning Objectives:** Based on the educational need(s) identified what are the learning objectives of this proposed symposium? The learning objectives should then be designed to help achieve the activity goal. These objectives should be specific and measurable and relate directly to reducing the identified practice gap.

**Instructions:** Insert the learning objectives below.

Upon completion of this activity, participants will be able to:

|  |
| --- |
| Click or tap here to enter text. |
| Click or tap here to enter text. |
| Click or tap here to enter text. |
| Click or tap here to enter text. |

1. Please identify at least one existing and/or develop at least one new supportive/supplemental educational strategy that is currently being used or could be used to close the identified practice gap(s) and address the underlying educational need(s) of the target audience.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Educational outreach (to other groups) |  | SPP-driven Publication |
|  | Slide Survey Program |  | PedPath Listserv |
|  | Audit and Feedback |  | Organizational change |
|  | CAP Learning Portal |  | Other: Click or tap here to enter text. |
|  | Website Updates (e.g., Journal Watch) |  |  |

1. **Target Audience**: What target audience would benefit most from your proposed symposium (check all that apply)?

|  |  |  |  |
| --- | --- | --- | --- |
|  | General Pediatric Pathologists |  | General Pathologists |
|  | Specialists in Clinical Pathology |  | Autopsy Pathologists |
|  | Perinatal Pathologists |  | Fellows |
|  | Residents |  | Other: |

1. **Please provide a brief description of the proposed symposium:**

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| Click or tap here to enter text. |

1. **ACGME/ABMS Competencies**: Which of the following American Board of Medical Specialty Societies (ABMS)/Accreditation Council for Graduate Medical Education (ACGME) core competencies will the symposium address? For complete definitions of the core competencies, click [here](#Competencies).

|  |  |
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| **ACGME/ABMS Competencies** | |
|  | Patient Care and Procedural Skills |
|  | Medical Knowledge |
|  | Practice-based Learning and Improvement |
|  | Interpersonal and Communication Skills |
|  | Professionalism |
|  | Systems-based Practice |
|  | Others (Specify): Click or tap here to enter text. |

1. **Barriers**: What are the potential or real barriers facing the target audience? Check all that apply:

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| --- | --- | --- | --- |
|  | Technological/Reagent Restrictions |  | Insurance/Financial Issues |
|  | Lack of Multidisciplinary Support |  | Time Constraints |
|  | Evolving Practice Standards |  | Conflicts in Published Data |
|  | Rarity of Specific Conditions |  | System Constraints |

1. **Educational Design/Methodology**: What educational design/methodologies do you plan to utilize?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Didactic Lecture |  | Q&A Sessions |
|  | Case Presentations |  | Simulation/skills labs |
|  | Panel Discussions |  | Other: Click or tap here to enter text. |
|  | Roundtable discussions |  |  |

1. **Evolving Topics**: Will this activity include any new and/or evolving topics that are not, or not yet, adequately based on current science, evidence, and clinical reasoning?

|  |  |
| --- | --- |
|  | No |
|  | Yes, please describe: Click or tap here to enter text. |

1. Please outline the symposium agenda, including topics to be covered, presenters, material to be presented, allotted time per section. Each symposium is allotted 2 hours and must include a 10-minute break.

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| --- | --- | --- |
| **Time (XX:XX – XX:XX)** | **Presentation Title/Topic** | **Presenter(s)** |
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1. **Faculty Forms**: The last page of this form includes a Faculty Form: Relevant Education and Teaching Experience. This must be completed for each proposed presenter. Alternatively, a CV may be submitted for each presenter.

***For Internal Use Only (do not complete):***

Version:

Date Submitted:

Status:

Meeting(s):

**Appendix**

**ABMS/ACGME Competencies**

The Six Core Competencies, adopted by ABMS and ACGME in 1999, are recognized as integral to quality patient

care. The following are brief descriptions of the competencies.

The competency Practice-based Learning & Improvement refers to the candidate’s ability to investigate and evaluate patient care practices, appraise and assimilate scientific evidence, and improve the candidate’s own practice of medicine, the collaborative practice of medicine, or both.

The competency Patient Care & Procedural Skills refers to the candidate’s use of clinical skills and ability to provide care and promote health in an appropriate manner that incorporates evidence-based medical practice, demonstrates good clinical judgment, and fosters patient-centered decision-making.

The competency Systems-based Practice refers to the candidate’s awareness of, and responsibility to, population health and systems of health care. The candidate should be able to use system resources responsibly in providing patient care (e.g., good resource stewardship, coordination of care).

The competency Medical Knowledge refers to the candidate’s demonstration of knowledge about established and evolving biomedical, clinical, and cognate sciences, as well as the application of these sciences in patient care.

The competency Interpersonal & Communication Skills refers to the candidate’s demonstration of skills that result in effective information exchange and partnering with patients, their families, and professional associates (e.g., fostering a therapeutic relationship that is ethically sound; using effective listening skills with nonverbal and verbal communication; being mindful of health literacy; and working effectively in a team both as a team member and as a team leader).

The competency Professionalism refers to the candidate’s demonstration of a commitment to carrying out professional responsibilities; adhering to ethical principles; applying the skills and values to deliver compassionate, patient-centered care; demonstrating humanism; being sensitive to diverse patient populations and workforce; and practicing wellness and self-care.

Reference: <https://www.abms.org/wp-content/uploads/2020/11/abms-standards-for-initial-certification.pdf>

**Faculty Form: Relevant Education and Teaching Experience**

|  |  |
| --- | --- |
| Full Name & Credentials: | Click or tap here to enter text. |
| Title(s): | Click or tap here to enter text. |
| Affiliation(s) | Click or tap here to enter text. |
| Department (if applicable): | Click or tap here to enter text. |
| Address: | Click or tap here to enter text. |
| Address 2: | Click or tap here to enter text. |
| Email Address: | Click or tap here to enter text. |
| Telephone Number: | Click or tap here to enter text. |
| Is the speaker currently a member of the SPP? | Click or tap here to enter text. |

**Education and Degree(s) Earned, Institution, Location**

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|  |

**Post-graduate Training (Residency, Fellowship, Institution, Location)**

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**Current Academic Position(s) Held (Academic Appointment, Institution, Location)**

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**Course Director Responsibilities**

* Collaborate with members of the SPP Education Committee to ensure adherence to ACCME Criteria, Standards and policies including appropriate documentation.
  + *Note*: This may include revisions to the Symposium Proposal Form prior to approval and/or revisions to an approved Symposium Proposal Form during the approved duration should evaluation data or other factors warrant updates.
* Provide oversight of the symposium to ensure that the professional practice gap(s) and corresponding educational need(s) identified are addressed through the individual presentations.
* Serve as a liaison with speakers, as is needed.
* Serve as a key point-of-contact for SPP Staff regarding symposium-related matters.
* Serve as a moderator for Q&A, as is needed.
* Acknowledgement that the Society for Pediatric Pathology retains full authority over the accredited CE activity.

**ACCME Standard Regarding Employees/Owners/Co-Owners/Founders/Co-Founders**

Per the ACCME, employees, owners, co-owners, founders or co-founders of an ACCME defined ineligible company must be excluded from controlling content or participating as planners or faculty in accredited education.

Per the ACCME, “Owners and employees are individuals who have a legal duty to act in the company's best interests. Owners are defined as individuals who have an ownership interest in a company, except for stockholders of publicly traded companies, or holders of shares through a pension or mutual fund.”

The SPP *Financial Relationships Disclosure Form* requires that individuals disclose if they are an employee, owner, co-owner, founder or co-founder of an ACCME-defined ineligible company. If a speaker discloses such a relationship, he/she/they may need to be replaced. The SPP reviews each situation on a case-by-case basis.

**Speaker Responsibilities**

All speakers will be sent a formal faculty invitation letter by the SPP outlining the timeline for submission of required materials as well as requirements for accredited CE. Speakers will be required to sign-off on their agreement to the terms outlined in the letter including but not limited to the following:

* All recommendations for patient care in the activity, must be based on current science, evidence, and clinical reasoning, while giving a fair and balanced view of diagnostic and therapeutic options.
* All scientific research referred to, reported, or used in the activity, in support or justification of patient care recommendation, must conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation.
* The content will not advocate for unscientific approaches to diagnosis or therapy, nor promote recommendations, treatment, or manners of practicing healthcare that are determined to have risks or dangers that outweigh the benefits or are known to be ineffective in the treatment of patients.
* The content or format of the educational activity or its related material must promote improvements or quality in healthcare and not a specific proprietary business interest or ineligible company.
* Accredited education must be free of marketing or sales of products or services. Faculty must not actively promote or sell products or services that serve their professional or financial interests during accredited education.
* Disclosure of unlabeled or unapproved uses of drugs or devices to which you may refer in your presentation, as may be applicable
* Use generic drug names, if applicable, when discussing therapeutic options
* Presentations should include references, as appropriate.
* Educational materials that are part of accredited education (such as slides, abstracts, handouts, evaluation mechanisms, or disclosure information) must not contain any marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.
* Presentations must support the overall symposium learning objectives.

Below is a sample of items to be requested from each speaker:

* Speaker Registration Form
* Signed Speaker Agreement
* *Financial Relationships Disclosure Form*
* Release and Consent Form
* Photograph
* W-9 (if required)
* Speaker Content Template, inclusive of the following:
  + Session Title
  + Learning Objectives
  + Abstract
  + Biography
  + References
* Case Based Questions, as applicable
* Presentation Slides