Required information:

- ☐ Title, description and *at least one* learning objective per presenter
- ☐ Session format type and track
- ☐ Professional competencies addressed
- ☐ Name and email of all presenters
- ☐ Biosketch – brief statement about your expertise
- ☐ Disclosure of *relevant* financial relationships

Title

A session title serves three purposes: (1) grab the reader's attention, (2) introduce the topic, and (3) convey the tone of your presentation. The title is a first impression and should serve as a hook. It sets up an expectation that the presentation will be worth the time and effort to attend. It might include a metaphor, an alliteration, or a popular expression. Some words that make powerful titles include: Insights, Answers, Questions, Why, Top and Best.

Example: Nuts and Bolts of Rush and Cluster Immunotherapy

Description

The session description should: be brief (2-3 sentences) and easy-to-understand; identify the target audience; describe the topic's relevance to practice (i.e., why it is important); and, identify what content will be addressed.

Example: Immunotherapy (IT) is highly effective in certain allergic ailments, but many patients have difficulty building up to the high, effective doses necessary to achieve relief. Rush and Cluster IT allows for accelerated forms of building up the dose, making IT a good option in many patients who would otherwise not be candidates. This session will include discussion of the efficacy, procedures, coding, safety, risk factors and outcome for both cluster and rush subcutaneous immunotherapy (SCIT).

Learning objectives

Include *at least one* measurable learning objective per presenter. See examples in the last section.

Session format type

Advanced Practice Health Care Providers Course

This format is part of a full day program. It includes a morning session with didactic presentations that vary in length from 20-50 minutes. The target audience includes NPs, PAs, allergy/immunology nurses, MD/DOs and other health care providers with extensive experience.

Advanced Practice Health Care Providers Workshop

This format is part of a full day program. It includes an afternoon session with 90 minute, concurrent workshops that are interactive. The target audience includes NPs, PAs, allergy/immunology nurses, MD/DOs and other health care providers with extensive experience.

Allied Health Professionals Course

This format is part of a 1.5-day program. It includes two half-day sessions of didactic presentations (four total per day). The target audience includes RNs, LPNs, MAs, PAs, NPs and MD/DOs. Topics span the breadth of practice.

Allied Health Professionals Workshop

This format is part of a 1.5-day program. It includes one half-day of concurrent interactive workshops. The target audience includes RNs, LPNs, MAs, PAs, NPs and MD/DOs. Topics span the breadth of practice.

Fellows-in-Training Educational Program

This one hour session is specifically designed to address topics of special interest to Fellows-in-Training (FITs). There are generally 2-3 presentations and time for discussion.

Literature Review
This full day program reviews the most pertinent literature in allergy/immunology published between October 2017 and August 2018, with emphasis on clinical relevance.

Office Administrators Practice Management Course
This full day program addresses current practice management issues affecting office practice administrators/managers, nurse managers, other clinical staff, private practice allergists/ immunologists (new or established), and Fellows-in-Training.

Pro/Con Debate
This 90-minute session offers a stimulating, evidence-based discussion of the pros and cons of a hot topic. Each speaker is allowed to give a 20-minute presentation, a 10-minute rebuttal, and a period of time to answer questions.

Program Director's Educational Program
This 90-minute session is specifically designed for Program Directors, Associate Program Directors, key faculty in Allergy/Immunology programs, and those who aspire to such positions. It will address topics regarding education and academic leadership.

Plenary Session
A plenary session is a premier educational session that presents a high interest topic to all meeting attendees. These didactic, moderator-led sessions include 30-minute presentations.

Symposium
A symposium is a lecture-based session consisting of several presentations that adhere to a common theme. Each symposium includes time for questions, either after each presentation or as a panel discussion at the end of the symposium.

Thursday Program
The Thursday Conference is a full-day program based around one central theme.

Workshop *(hands-on only)*
This is a 90-minute intensive session for small groups that emphasizes interactive and hands-on skills instruction. It is designed to fully engage its participants in the learning process: informing, demonstrating, practicing, reflecting and problem solving.

NEW THIS YEAR…

Ask the Expert Roundtable
This 90-minute session includes roundtables that seat 8-12 participants. Each roundtable covers one topic/problem in practice, and has a known expert facilitate the discussion. The known expert provides a 5-minute update on the topic, and participants will have 20 minutes for discussion with their roundtable. Participants will rotate tables during the session, and will engage with three different topics/experts.

Clinical Conundrums
This 90-minute, interactive, case-based session explores novel, complex or nouveau cases from practice. There will be a total of 3 presentations per session. Each case presented is broken down into three phases: History/Testing, Diagnosis and Treatment Options. Audience members answer a multiple-choice question (using an audience response system) for each phase, revealing their opinion of best practice. A visual of all participants' responses will be displayed. Each speaker will discuss the actual outcomes of the case and provide a rationale for their methods.

Interdisciplinary Panel Session
This 90-minute, moderator-led session includes a panel of three leaders from related societies giving their perspectives on two emergent Allergy/ Immunology issues in community health. Leaders may come from fields such as: Pulmonology, Dermatology, Chest, Sleep, Endocrinology, etc. They may also come from lay organizations or be Allied Health Professionals.

Practical Applications at Work Seminar
This 90-minute session addresses how clinical guidelines and patient decision aids unite to improve patient experience and care. Areas of interest include: Practice Parameter/Guideline adaptions, enhanced quality control, practice management issues, overcoming barriers to change and evidence-based recommendations. Format options include: (1) Presentation of a problem, focused expert explanation & review, and interactive Q&A with the audience, or (2) An interactive, Jeopardy-style game.

Problem-Based Learning
This 90-minute session will be topic-themed and highlight best practice. It will address two selected cases; attendees will discuss the appropriate evaluation of patients, the stepwise approach to treatment and management, and any potential uses for biologics.

Session Track
Your topic may fit under more than one track; select the single best fit.

- Asthma and Respiratory/Sleep Disorders
- Clinical Immunology and Autoimmune and Biologicals
- Dermatology
- Environmental and Integrative Medicine
- Food & Drug Allergy and GI Disorders
- Immunotherapy and Diagnostics
- Population Health and Infectious Diseases/International Travel
- Practice Management/Professional Issues
- Rhinitis/Sinusitis/Ocular and Anaphylaxis

ABAI Competencies
Patient Care
The ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems, and addresses the promotion of health. This includes: data gathering, history taking, patient examination, diagnosis, interpretation/decision-making/ assessment, management/treatment plans, preventive care, and procedures.

Medical Knowledge
The knowledge about established and evolving biomedical, clinical, and cognate sciences and the application of this knowledge to patient care, including: general principles/concepts/ theories, applied basic sciences, applied biomedical sciences, applied clinical knowledge, epidemiology and psychosocial behavioral sciences, and population-based medicine.

Practice-based Learning and Improvement
The ability to investigate and evaluate patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices. This includes: benchmarks/best practices, practice related quality improvement, evidence-based practice/medicine, continuing professional development/continuing, medical education, practice self-assessment, information technology/medical informatics, teaching/ learning, and life-long learning.

Interpersonal and Communication Skills
The ability to demonstrate interpersonal and communication skills that result in effective information exchange and collaboration with patients, their families, and other health professionals. It includes: teaming and team leadership skills (interprofessional, multi-disciplinary), effective communicator and listener, caring, respectful behavior, written and verbal communication skills, educating/ counseling patients and family members, and teaching skills.

Professionalism
The ability to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population. This includes: physician accountability, humanistic qualities (respect, compassion, integrity), professional ethics, socio-cultural factors (sensitivity to culture, diversity, gender, age, disabilities), advocacy for and responsive to patient needs, commitment to excellence and quality care, mentorship and role-modeling

System-based Practice

An awareness of, and responsiveness to, the larger context and system of healthcare, and the ability to call effectively on other resources in the system to provide optimal health care. This includes: patient safety, cost-effective care, management of resources, medical errors, continuity of care, healthcare delivery and systems of care models, utilization issues, risk management, electronic record keeping, management and leadership skills.

Tips on writing learning objectives

A learning objective is a statement that describes the knowledge, skills, and/or attitudes that attendees will gain from the educational activity.

How to write a learning objective

Address the following questions regarding attendees' abilities after participating in the activity:

- What should they know?
- What should they be able to do?
- What results do you expect?

Write learning objectives that are:

- Congruent with identified gaps, and aligned with improving competence and/or performance
- Learner-oriented, not faculty-oriented
- Measurable
- Addressing only one action or outcome
- Identifying desired behavior changes in attendees

Examples

Upon completion of this learning activity, attendees should be able to…
- Recognize clinical presentations of HAE
- Distinguish HAE from histamine-mediated angioedema

Upon completion of this learning activity, attendees should be able to…
- Manage exacerbations in patients with asthma/COPD overlap syndrome (ACOS)
- Assess when, and if, ACOS patients should be referred to another specialist for further care

Why develop learning objectives?

The ACAAI is an accredited provider of continuing medical education by the Accreditation Council for Continuing Medical Education (ACCME) and all CME programs are required to have learning objectives to guide the educational activity. *Learning objectives help to:*

- Determine whether this educational activity met the attendees' needs or interests
- Guide attendee learning/engagement
- Gauge attendees' perspective on the success of the program (i.e., its ability to meet the designated learning objectives)
- Identify desired outcomes in terms of knowledge, competence, and performance

Effective verbs for learning objectives

The verbs on the following page have been found to be effective in formulating learning objectives. Bloom's taxonomy shows the progression of complexity in desired outcomes, and identifies the type of change desired: knowledge, competence or performance.

INFORMATION (knowledge)	COMPREHENSION (knowledge)	APPLICATION (competence)	ANALYSIS (competence)	SYNTHESIS (performance)	EVALUATION (performance)	SKILLS (performance)	ATTITUDE	AVOID THESE
ite	associate	adapt	analyze	arrange	appraise	diagnose	acquire	understand
count	classify	apply	appraise	assemble	approve	empathize	exemplify	learn
define	compare	calculate	break down	collect	assess	hold	realize	know
describe	compute	chart	categorize	compose	choose	integrate	reflect	appreciate
draw	contrast	complete	compare	construct	conclude	internalize		believe
identify	describe	compute	contrast	create	confirm	massage		
indicate	diagram	demonstrate	correlate	design	critique	measure		
list	differentiate	develop	criticize	detect	diagnose	palpate		
name	discuss	employ	debate	formulate	estimate	pass		
point	distinguish	examine	defend	integrate	evaluate	percuss		
quote	estimate	generalize	detect	manage	generalize	project		
read	explain	illustrate	diagram	organize	grade	visualize		
recite	express	interpolate	differentiate	plan	judge			
recognize	extrapolate	interpret	distinguish	prepare	justify			
record	interpolate	locate	experiment	prescribe	measure			
relate	interpret	modify	infer	produce	prioritize			
repeat	locate	operate	inspect	propose	rank			
state	predict	order	inventory	specify	rate			
tabulate	report	practice	question		recommend			
tell	restate	predict	separate		revise			
trace	review	prepare	summarize		score			
write	translate	produce			select			
		relate			test			
		report			validate			
		restate						
		review						
		schedule						
		sketch						
		solve						
		translate						
		use						
		utilize						