Pre-Congress Course Chair Handbook

This handbook contains the following:

• Introduction and General Information

• 2018 Pre-Congress Course Timetable

• Pre-Congress Program Contact Information

• Compensatory Information

• Faculty Information Forms

• Course Syllabus Preparation Instructions

• Appendix
  o Sample Lecture Schedule
  o Learning Objectives and Verb List for Learning Objectives
  o Permission Request Form
  o Audience Response Question Instructions
  o Example Slides
INTRODUCTION AND GENERAL INFORMATION FOR COURSE CHAIRS

A major mission of the American Society for Reproductive Medicine is to provide continuing education for its physician and non-physician members. The Society fulfills this mission through an ongoing educational program consisting of Pre-Congress courses and presentations at the Scientific Congress. The ASRM is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide CME credits to physicians. However, accreditation is awarded only if the Society adheres to very specific guidelines. The CME Committee of the ASRM meets regularly to plan educational activities that address specifically identified educational needs, to evaluate specific educational activities, and to assess the effectiveness of the overall educational programs. While many of the requirements and guidelines presented to Pre-Congress Program Course Directors may seem capricious or trivial, be assured that these guidelines reflect strict adherence to ACCME requirements coupled with many years of experience at the ASRM in producing high-quality Pre-Congress medical educational programs. For these reasons, we ask you to carefully review all the material being provided. It is essential you comply with all the requirements. Please note the following:

- Pre-Congress courses are based on educational needs identified by participants in previous activities, gap analyses, surveys of the members, and discussions among experts. The ASRM welcomes suggestions of topics for future courses.

- Lectures are prepared as Microsoft PowerPoint slide presentations. Each PowerPoint presentation must be complete and freestanding and contain all the information to be taught, including learning objectives and the presenter’s disclosure information. PowerPoint presentations must have appropriate literature citations with the complete references submitted as a separate Word document.

- Pre-Congress course materials are submitted by faculty as electronic files in editable format (Word or PowerPoint). The due date for faculty members to submit completed lecture materials is Friday, June 1, 2018. Files should be uploaded to the presentation management site. All faculty will receive further instructions on how to set up an account and upload materials.

- The Course Chair is responsible for making certain that each lecture presentation meets the standards for content, fulfillment of learning objectives, organization, and format. Importantly, the Course Chair is responsible for ensuring that the material is unbiased and evidence-based.

- The Course Chair should verify that faculty members obtained permission to reproduce any graphs, photographs, artwork, and figures from previously published materials as ASRM distributes the course syllabi using the lecture presentations.

- Course chairs have until July 2, 2018 to edit, ask for more content, ensure the ASRM template has been used, and review the uploaded materials.

- The syllabi are reviewed by ASRM staff for conformity with generally accepted standards of medical evidence, ACCME Standards for Commercial Support, and ASRM Practice Guidelines. Due to the time-consuming nature of the review process and production of the final syllabi, it is important that materials be submitted in a timely manner by the specified due dates.
• Approximately one month prior to the Pre-Congress Program, the electronic files of the edited PowerPoint slide presentations will be posted by ASRM staff for downloading by faculty members. ASRM urges faculty to use these edited versions for any last-minute updates/edits to the content as these are the versions used to create the course syllabus. Course participants will receive an electronic link to the syllabus in advance of the Pre-Congress Program.

The ASRM recognizes that participation in the Pre-Congress Program as a Course Chair is a significant imposition on your time. Your tremendous dedication and commitment of time are appreciated by the Society and course participants. Please let us know how we can assist you.
**2018 Pre-Congress Program Timeline**

**April 2017**
- Request for Pre-Congress course proposals sent to programming chairs of Affiliated Societies, Professional Groups (PGs), and Special Interest Groups (SIGs)

**June 2017**
- June 1, 2017 - 2018 Pre-Congress course proposals due

**November/December 2017**
- 2018 budget worksheets and faculty contact information forms sent to course chairs
- December 30, 2017 - 2018 faculty contact information and budget worksheets due

**January 2018**
- 2018 contract sent to faculty.

**February 1, 2018**
- February 1, 2018 - Contracts from 2018 faculty due to ASRM office.

**June 2018**
- June 1, 2018 - Deadline for faculty to upload all complete lecture materials to presentation management website
- July 2, 2018 - Deadline for course chairs to review and approve course lecture materials
- July 15, 2018 – Deadline for all course materials or penalty fee will engage on faculty honoraria

**August 2018**
- Audience response questions due to ASRM (for courses pre-approved to use ARS)
- Course lecture materials edited and course syllabi created by ASRM

**September 2018**
- Edited PowerPoint files uploaded to presentation management site by ASRM
- Links to syllabi sent to course registrants

**October 2018**
- October 6-7, 2018 - Pre-Congress Courses (Denver, CO)

**November 2018**
- Emails sent to course registrants to claim CME credits

**Spring 2019**
- ASRM CME Committee reviews course evaluations, monitor reports, and assessment results; follow-up letter sent to course chairs
Pre-Congress Program Contact Information

Pre-Congress Program Chair
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La Jolla, CA 92093
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Fax: (858) 822-239
Email: hisu@ucsd.edu

Pre-Congress Course Co-Chair
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Pre-Congress Program Coordinating Chair
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Fax: (205) 978-5005
Email: sgitlin@asrm.org

ASRM Education & Research Program Administrator
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American Society for Reproductive Medicine
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Birmingham, AL 35216-2809
Phone: (205) 978-5024
Fax: (205) 978-5005
Email: jthrash@asrm.org
A. **Suggested** distribution of honoraria and expense allowance
   1. Course Chair $2,650
   2. Two additional faculty @ $2,400 each/$4,800 total

   **TOTAL BUDGET $7,450**

B. All faculty members, including the Course Chair(s), can receive the $150 Scientific Congress registration fee discount. All participating faculty members continue to be exempt from the Pre-Congress course registration fee.

C. The Chief Scientific Officer must approve all honoraria and expense allowances.

D. Each faculty member and chair who submits his/her complete syllabus materials (learning objectives, disclosure, PowerPoints on ASRM template, reference lists, etc.) in the appropriate formats by the June 1, 2018 deadline will receive a $100 bonus payment. **Any faculty member that does not have their materials to ASRM by July 15, 2018 will forfeit $500 of their allotted honoraria and expense allowance.**
Course Title: ____________________________________________________________

Affiliated Society/Professional Group/Special Interest Group: __________________________

Contact person(s):
___________________________________________________________________________

1. **In the space provided, please provide all information requested.** In addition, honoraria and expense allowance for each of the faculty should be indicated as deemed appropriate.

2. **Suggested** distribution of honoraria and expense allowance

<table>
<thead>
<tr>
<th>Faculty Role</th>
<th>Honoraria</th>
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</thead>
<tbody>
<tr>
<td>Course Chair</td>
<td>$2,650</td>
</tr>
<tr>
<td>Two additional faculty</td>
<td>$4,800</td>
</tr>
</tbody>
</table>

   **TOTAL BUDGET** $7,450

3. All faculty members, including the Course Chair(s), can receive the $150 Scientific Program registration fee discount. All participating faculty members continue to be exempt from the Postgraduate course registration fee.

4. The Chief Scientific Officer must approve all honoraria and expense allowances.

5. Each faculty member and chair who submits his/her complete syllabus materials (learning objectives, PowerPoints, reference lists, test questions, etc.) in the appropriate formats by the prescribed deadline of June 1, 2018 will receive a $100 bonus payment. **Any faculty member that does not have their materials to ASRM by July 15, 2018 will forfeit $500 of their allotted honoraria and expense allowance.**

1. **Course Chair**

<table>
<thead>
<tr>
<th>Given Name</th>
<th>MI</th>
<th>Family Name</th>
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<tr>
<th>Company/Institution</th>
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Department/Division

_____________________________________________________________________________

Mailing Address

_____________________________________________________________________________

City    State    Country    9 Digit Zip

Telephone (Day): Country Code/City Code/Number    Fax:

Cell: emergency only

E-Mail (Indicate if N/A if Not Available)

Total Honorarium & Expense Allowance    $____________________

Submit CV or NIH Biosketch (required)

2. Faculty

Given Name    MI    Family Name

Degree/Title

Company/Institution

Department/Division

_____________________________________________________________________________

Mailing Address

City    State    Country    9 Digit Zip

Telephone (Day): Country Code/City Code/Number    Fax:

Cell: emergency only
E-Mail (Indicate if N/A if Not Available)

Total Honorarium & Expense Allowance $____________________

Submit CV or NIH Biosketch (required)

3. Faculty

____________________________________________________________________________

Given Name    MI    Family Name

____________________________________________________________________________

Degree/Title

____________________________________________________________________________

Company/Institution

____________________________________________________________________________

Department/Division

____________________________________________________________________________

Mailing Address

____________________________________________________________________________

City    State    Country    9 Digit Zip

____________________________________________________________________________

Telephone (Day): Country Code/City Code/Number    Fax:

____________________________________________________________________________

Cell: emergency only

____________________________________________________________________________

E-Mail (Indicate if N/A if Not Available)

Total Honorarium & Expense Allowance $____________________

Submit CV or NIH Biosketch (required)

4. Faculty

____________________________________________________________________________

Given Name    MI    Family Name

____________________________________________________________________________

Degree/Title
Company/Institution

Department/Division

Mailing Address

City  State  Country  9 Digit Zip

Telephone (Day): Country Code/City Code/Number  Fax:

Cell: emergency only

E-Mail (Indicate if N/A if Not Available)

Total Honorarium & Expense Allowance  $____________________

Submit CV or NIH Biosketch (required)
Faculty Course Presentation Instructions

Due date for lecture materials to be uploaded by all faculty: Friday, June 1, 2018

- Lecture content in PowerPoint presentation
- Microsoft Word formatted reference list
- Permissions for graphics & other previously published content

Due date for complete course materials to be reviewed by chair: Monday, July 2, 2018

- Guarantee all content above is present for all lectures
- Content is reviewed for bias, completeness, and evidence-based information
- Appropriate permissions for previously published figures, images, tables

If all materials are not submitted by July 15th, faculty members missing materials will forfeit $500 of their honoraria allowance.

PURPOSE OF SYLLABUS:
- Provides a complete, stand-alone summary of the content of the presentations
- Eliminates the need for learners to take extensive notes during the presentations
- Provides evidence-based information that can be used by learners to improve their professional practice
- Provides learners with literature references substantiating the lecture content

Syllabus Components

- Faculty Contact Information
- Lecture Schedule
- Overall Course Learning Objectives
- For each lecture
  - Learning objectives
  - PowerPoint slides
  - References (includes citations in PowerPoint)
Creating Your Course

◆ **Finalize the Lecture Schedule (APPENDIX 1)**
  - Determine final lecture titles and order

◆ **Learning Objectives for Overall Course and Each Lecture (APPENDIX 2)**
  - There must be 3 to 5 behaviorally stated learning objectives for the overall Pre-Congress Course
  - Learning objectives for each lecture are listed in Slide 2 of each presentation.

◆ **Each presenter must disclose commercial/financial relationships with any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients.**
  - These are reviewed by ASRM and any conflicts of interest resolved.
  - Disclosures are listed on Slide 3 of each presentation

◆ **PowerPoint Lectures: 1 file for each lecture**
  - Prepare each lecture as a PowerPoint slide presentation. If you use a Macintosh computer, please verify on a Windows-compatible computer that the symbols and fonts are reproduced as you intend. The **required template** is located at [http://scientific.asrmcongress.org/Portals/1/PresentPDFs/PowerPoint_Template.pptx](http://scientific.asrmcongress.org/Portals/1/PresentPDFs/PowerPoint_Template.pptx)
  - The first three slides for each lecture should be as follows:
    - **Slide 1** – Lecture title, your full name, highest medical/academic degree and affiliation and/or professional title.
    - **Slide 2** – List the Learning Objectives for the specific lecture.
    - **Slide 3** – Disclosure list of commercial and/or financial relationships with any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. If no relationships, state “Nothing to disclose.”
  - Logos, ads, or names of pharmaceuticals/manufacturing companies **cannot be located on any slide**. The only exception is a company name in regular typeface for the reference of a figure.
  - Use only generic names of drugs/products. Registered trademarked names of commercial products should NOT be used unless multiple preparations of the same product are being compared or the generic name is extremely cumbersome. Trade names might have to be used in the case of unique specialized pieces of equipment or in citing a published study in which a specific trade-name drug or product is used.
• Previously published graphs, images, and charts must be referenced and need to be clear enough to be read when the syllabus is printed with 3 slides per page.
• Citations of previously published work on individual slides may consist of the name of the first author, “et al.” if necessary, and the year of publication. Citations must be fully referenced in the Reference List for each lecture.
• It is the author’s responsibility to obtain written permission to use previously published material and/or to use co-authored material since the syllabus will be copyrighted and printed. **Permission must be obtained from publishers of all illustrations and tables that are copied. (APPENDIX 3)**
• If videos are included as part of the lecture, please embed each video in the PowerPoint presentation and upload the file separately as well.

**A brief tutorial on how to prepare excellent PowerPoint presentations is available at:**
[http://scientific.asrmcongress.org/Portals/1/PresentPDFs/PreparationofEffectivePresentations.ppsx](http://scientific.asrmcongress.org/Portals/1/PresentPDFs/PreparationofEffectivePresentations.ppsx)

◆ **References: 1 file for each lecture**
  • Submit a separate reference list for each lecture in Microsoft Word format.
  • Complete list of EVERY reference cited in the presentation without exception
  • Compiled following the citation format used in *Fertility and Sterility* (authors, article titles, journal/book, year, volume, inclusive pages)
  • Arranged in alphabetical order
  • Upload the reference pages for each lecture in a Word file.

◆ **Audience Response Questions (APPENDIX 4)**
  • The Audience Response System (ARS) allows you to ask interactive multiple-choice questions on PowerPoint slides embedded throughout your presentation. ARS is optional and available for a limited number of Pre-Congress courses. The audience will use their mobile devices to answer questions and their responses will be tabulated instantly on the presentation slide.
  • You will receive further communication regarding using the ARS in your course.
Submitting Your Files

Submit a complete syllabus with material for all lectures:

Lecture 1
- Lecture 1 PowerPoint
- Lecture 1 References in Word

Lecture 2
- Lecture 2 PowerPoint
- Lecture 2 References in Word

Lectures 3+ in same format

Uploading Files

- All faculty will receive further instructions from once the upload site opens regarding creating a log-in and uploading materials.

REMINDER:
- ASRM will review and edit the PowerPoint presentations and Word documents.
- The edited PowerPoint presentations and the complete syllabus (PDF format) will be available for course chairs and faculty to download in September 2018. ASRM urges faculty to use these edited PowerPoint files for any last-minute updates/edits as these are the versions used to create the course syllabus.
APPENDIX 1
Lecture Schedule for One-day Pre-Congress Course

08:15 – 08:30  Course Introduction and Orientation
08:30 – 09:05  Lecture 1
09:05 – 09:15  Questions and Answers
09:15 – 09:50  Lecture 2
09:50 – 10:00  Questions and Answers
10:00 – 10:30  Break
10:30 – 11:05  Lecture 3
11:05 – 11:15  Questions and Answers
11:15 – 11:50  Lecture 4
11:50 – 12:00  Questions and Answers
12:00 – 13:00  Lunch
13:00 – 13:35  Lecture 5
13:35 – 14:15  Questions and Answers
14:15 – 14:20  Lecture 6
14:20 – 14:50  Questions and Answers
14:50 – 15:00  Break
15:00 – 15:30  Lecture 7
15:30 – 16:05  Questions and Answers
16:05 – 16:15  Lecture 8
16:15 – 16:50  Questions and Answers
16:50 – 17:00  Questions and Answers
APPENDIX 2

LEARNING OBJECTIVES

There must be behaviorally stated learning objectives for each lecture specific to the content.

Participants learn more from a presentation when they have been told precisely what they stand to gain. That is why learning objectives are a requirement for each presentation. They should be a part of the slide presentation at the beginning of each lecture. They give participants a way to organize the information presented. In addition, learning objectives provide the basis for evaluating the effectiveness of the lecture.

Therefore, the instructor should develop several objectives for each presentation. These should be expressed in terms of the knowledge, skills, or values that the participants can demonstrate by an action or behavior.

- When possible, an objective should name a behavior directly describable in terms of patient care, (i.e., to diagnose primary ovarian insufficiency).
- When the outcome is an understanding not directly describable in terms of patient care, the objective should name a behavior showing the participant has, in fact, acquired the desired understanding (i.e., to diagram the regulation of prolactin secretion).
- Avoid objectives for a lecture that can only be achieved with hands-on experience (i.e., to perform a linear salpingostomy).

A clue to good learning objectives is carefully selected verbs that describe what the participant will be able to do because of having attended this presentation. The following page contains a list of such verbs.

Examples of learning objectives:

**LEARNING OBJECTIVES**

At the conclusion of this presentation, participants should be able to:

1. List, according to incidence, the causes of delayed sexual development.
2. Cite the parameters of normal fertility in the general population against which the functioning of the infertile couple must be judged.
LIST OF VERBS FOR FORMULATING LEARNING OBJECTIVES

1. Those that communicate **KNOWLEDGE**

<table>
<thead>
<tr>
<th>Information</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>cite</td>
<td>associate</td>
<td>apply</td>
<td>practice</td>
<td>appraise</td>
<td>arrange</td>
</tr>
<tr>
<td>count</td>
<td>classify</td>
<td>calculate</td>
<td>predict</td>
<td>contract</td>
<td>assemble</td>
</tr>
<tr>
<td>define</td>
<td>compare</td>
<td>complete</td>
<td>relate</td>
<td>criticize</td>
<td>collect</td>
</tr>
<tr>
<td>describe</td>
<td>compute</td>
<td>demonstrate</td>
<td>report</td>
<td>debate</td>
<td>compose</td>
</tr>
<tr>
<td>draw</td>
<td>contrast</td>
<td>dramatize</td>
<td>restate</td>
<td>detect</td>
<td>construct</td>
</tr>
<tr>
<td>indicate</td>
<td>describe</td>
<td>employ</td>
<td>review</td>
<td>diagram</td>
<td>create</td>
</tr>
<tr>
<td>list</td>
<td>differentiate</td>
<td>examine</td>
<td>schedule</td>
<td>differentiate</td>
<td>design</td>
</tr>
<tr>
<td>name</td>
<td>discuss</td>
<td>illustrate</td>
<td>sketch</td>
<td>distinguish</td>
<td>detect</td>
</tr>
<tr>
<td>point</td>
<td>distinguish</td>
<td>interpolate</td>
<td>solve</td>
<td>experiment</td>
<td>formulate</td>
</tr>
<tr>
<td>quote</td>
<td>estimate</td>
<td>interpret</td>
<td>translate</td>
<td>infer</td>
<td>generalize</td>
</tr>
<tr>
<td>read</td>
<td>explain</td>
<td>locate</td>
<td>use</td>
<td>inspect</td>
<td>integrate</td>
</tr>
<tr>
<td>recite</td>
<td>express</td>
<td>operate</td>
<td>utilize</td>
<td>inventory</td>
<td>manage</td>
</tr>
<tr>
<td>state</td>
<td>predict</td>
<td>order</td>
<td>separate</td>
<td>plan</td>
<td>score</td>
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<tr>
<td>record</td>
<td>extrapolate</td>
<td>order</td>
<td>separate</td>
<td>plan</td>
<td>score</td>
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<tr>
<td>repeat</td>
<td>interpolate</td>
<td>order</td>
<td>separate</td>
<td>plan</td>
<td>score</td>
</tr>
<tr>
<td>select</td>
<td>interpret</td>
<td>order</td>
<td>separate</td>
<td>plan</td>
<td>score</td>
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<tr>
<td>trace</td>
<td>review</td>
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<tr>
<td></td>
<td>translate</td>
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</tbody>
</table>

2. Those that impart **SKILLS**

<table>
<thead>
<tr>
<th>diagnose</th>
<th>hold</th>
<th>internalize</th>
<th>measure</th>
<th>pass</th>
<th>project</th>
</tr>
</thead>
<tbody>
<tr>
<td>empathize</td>
<td>integrate</td>
<td>massage</td>
<td>palpate</td>
<td>percuss</td>
<td>visualize</td>
</tr>
</tbody>
</table>

3. Those that convey **ATTITUDES**

<table>
<thead>
<tr>
<th>acquire</th>
<th>exemplify</th>
<th>realize</th>
<th>reflect</th>
</tr>
</thead>
</table>

4. **These verbs are BETTER AVOIDED.** They are often used, but are open to many interpretations.

<table>
<thead>
<tr>
<th>appreciate</th>
<th>believe</th>
<th>have faith in</th>
<th>know</th>
<th>learn</th>
<th>understand</th>
</tr>
</thead>
</table>
Date: ________________________

To:
Publisher/Original Author: ________________________________________________________
Address: ______________________________________________________________________
City, State, Zip: ________________________________________________________________

From:
Author Requesting Permission: __________________________________________________
Address: ______________________________________________________________________
City/State/Zip: _________________________________________________________________
Phone: ___________________________________ Fax: _____________________________

Dear Sir/Madam:

I am preparing an article to include in the syllabus of the Pre-Congress course to be presented on
___________________________________________________________________________

sponsored by the American Society for Reproductive Medicine. This course is for health professionals
who already have a working knowledge of reproductive endocrinology and fertility.

It is my understanding that you hold the rights to the material listed below, which I would like to include
in my article. Therefore, I am hereby requesting permission to include the following material specified
as tables, figures, author(s), title, date, volume, page(s), etc.:

____________________________________________________________________________

Please indicate your permission by signing, dating and returning this letter to me as soon as possible.
Please send a copy as indicated below to Meredith Sauls at the American Society for Reproductive
Medicine.

Thank you.

____________________________________
Author’s Signature

Permission is hereby granted for use of the following material: (Specify exact material, tables and
figures, author(s), title, date, volume, page(s), etc.)
Reference: ________________________________

____________________________________
____________________________________
Signature Title

Publisher/Original Author: Please send a copy of this completed form to:

Jody Thrash, M.B.A.
American Society for Reproductive Medicine
1209 Montgomery Highway
Birmingham, AL 35216
Fax: (205) 978-5005 or email: jthrash@asrm.org
APPENDIX 4

Audience Response (ARS) Questions (only in pre-approved courses)

ASRM will send out a call for courses that would like to participate in ARS with a deadline in May. Selected courses have the option of using the Audience Response questions during their lectures. ARS questions will not appear in the syllabi. The ARS system allows you to ask interactive multiple-choice questions on PowerPoint slides embedded throughout your presentation. The audience will answer questions via their own mobile devices and their responses will be tabulated instantly on the presentation slide. The ARS is an excellent way to find out what your audience is thinking about a topic, or to develop a case presentation, challenging them to choose the best “next-step” in care.

Approved ARS courses will be given directions on submitting their ARS questions/answers (in Word document). If your course is approved:

1. Decide how many questions to ask. Each question and answer review will take 1 - 2 minutes—so you should allow 6 to 8 minutes in your lecture time for 4 ARS questions.

2. Choose a format for your questions/answers. See sample good/bad ARS slides on the next pages or at the following link: http://scientific.asrmcongress.org/Portals/1/PresentPDFs/Good-Bad_Example_ARS_Questions.pdf

3. Submit your proposed questions to ASRM; wait for approval and receipt of edits.

4. Insert the approved ARS questions into your presentation at the spots where you would like to ask your questions.

5. Reupload your presentations with the inserted questions.
DO USE these types of ARS Questions/Answers

- **Learner Knowledge (could use as pre/post)**
  - In which disease is there a high risk of minimal residual disease in ovarian tissue?
    - Leukemia: 76%
    - Hodgkin's disease: 5%
    - Breast cancer: 12%
    - Rectal cancer: 6%

- **Practice Patterns**
  - How often do you use non-surgical management of fibroids?
    - None: 13%
    - <25%: 38%
    - 25%-50%: 50%
    - >50%: 1%

- **Case Study/Next Step**
  - 46 y/o woman complains of difficulty sleeping and premenstrual migraines. She has noted some increased irregularity in her cycles, but continues to bleed. LMP 3 months before this visit. Next step?
    - FSH/LH level on day 2-4: 21%
    - TSH and prolactin levels: 42%
    - No evaluation: 37%

- **TRUE/FALSE**
  - The best screening test for diabetes in adolescents with PCOS is serum HbA1c.
    - True: 23%
    - False: 77%

- **Audience Demographics**
  - How do you characterize your specialization?
    - Reproductive Endocrinologist: 37%
    - Urologist/Andrologist: 47%
    - Embryologist/Lab Personnel: 5%
    - Nurse: 2%
    - Other: 9%
DO NOT USE THESE TYPES of ARS Questions/Answers

- Too Basic – the audience already knew the answer
  - How many chromosomes does a mature sperm have?

- Question is too complicated
  - The World Health Organization (WHO) has participated actively in reproductive medicine issues globally by all of the following EXCEPT
    - Funding ART programs in low resource environments (80%)
    - Sponsoring meetings to standardize definitions in ART (20%)
    - Developing IC in cases of reproductive medicine disorders
    - Encouraging collaboration among professional and other reproductive medicine organizations

- Too many answer choices/ negative question
  - Which is not a risk associated with IVF and PCD?

- Answers are too long
  - FDA testing for male same sex couples can get complex. Which of the following are true?