

## **Plenary Sessions**

Plenaries are the premier educational sessions of the meeting, presenting high interest topics in didactic format to all meeting delegates. These sessions are one and a half hours long and are led by a moderator with three 30 minute talks.

In addition to the general moderator expectations, Plenary moderators are responsible for making introductory announcements, introducing each speaker, and ensuring that the session stays on schedule.

Plenary moderators and speakers are asked to **arrive at the plenary hall at least 30 minutes prior to the start of the session to quickly walk through the respective slides and to test the microphone.**

*Please note: Delegates expect that each plenary speaker will upload a handout. Submissions typically include bibliographies, outlines, JACI articles or PowerPoint slides.*

## **Interest Section Forums**

Each Interest Section hosts a one- hour session on Sunday afternoon that includes education and Interest Section Business. These sessions begins with a 30 minute business meeting facilitated by the Interest Section Chair. There is then one 30 minute speaking segments which is facilitated by a moderator and features a high-profile topic.

### **Interest Sections are as follows:**

- ADT (Asthma Diagnosis and Treatment)
- BCI (Basic and Clinical Immunology)
- EORD (Environmental and Occupational Respiratory Diseases)
- FADDA (Food allergy, Anaphylaxis, Dermatology and Drug Allergy)
- HEDQ (Health outcomes, Education, Delivery and Quality)
- IRSOC (Immunotherapy, Rhinitis, Sinusitis, Ocular diseases and Cough)
- MAAI (Mechanisms of Asthma and Allergic Inflammation)

## **Symposia**

Symposia (including Allied Health Symposia) are didactic, lecture-based sessions, presenting general interest topics. These sessions are facilitated by a moderator with three 20 minute talks and opportunities for question and answer either after each talk or at the end of the session.

## **Pro/Con Debates**

Pro/Con Debates are one hour sessions in which two debaters provide opposing views and explanations on a controversial topic. These can be built on a traditional structure in which the presenters describe their perspectives, followed by rebuttals; or as a series of questions or issues presented by the moderator which the presenters then discuss one by one, comparing and contrasting their perspectives.

## **Courses**

Courses (including Allied health Courses) are two and one half hours long, and are designed to introduce or refresh foundational knowledge about a topic in allergy and immunology. Course formats vary and are sometimes more interactive with small group discussion, hands-on instruction or question and answer segments along with didactic presentations.

## **Workshops**

Workshops (including Allied Health Workshops) are interactive learning experiences which explore one or more specific aspects of a topic within allergy/immunology. Workshops are one hour and 15 minutes long and should include one *or more* interactive teaching and learning strategies, such as:

- Hands-on skills activities
- Case discussion/Small group discussion
- Question and answer with faculty
- Expert panel discussion with audience feedback
- Audience response technology
- Literature review/journal club discussion

These components can be combined as necessary within each workshop as needed to support the identified learning objectives.

## **Seminars**

Seminars (including Allied Health Seminars) are highly interactive one hour sessions in which two presenters lead a small group of participants in a discussion about a defined topic. A flipchart and markers are provided for seminars in lieu of audio visual equipment. At the start of the session, topics from the participants should be written on the flipchart paper and used as a session agenda. Faculty discussion should be limited to 10-15 minutes to allow ample time for group discussion. Seminars are limited to 28 participants. Because of their emphasis on small group interaction, seminars do not use audio/visual equipment; instead, the discussion leaders can collaborate on a one page handout that will be distributed to learners in the session. Exceptions to this audio/visual policy must be approved in advance by the program committee chair.

## **Problem-Based Learning**

Problem-based learning sessions begin with a facilitator presenting an interactive (single) case discussion to a small group of participants, followed by a content lecturer presenting a short didactic presentation on evidence-based guidelines about the topic. Problem-based learning approaches are used most often in course or workshop learning formats to actively involve the learner. It is extremely important that the facilitator and content lecturer(s) work together to create complimentary presentations. Discussion should be split 50/50 between the facilitator and content experts(s). The facilitator and content expert(s) work together to create a slide deck that will be used as a hard-copy handout for attendees.

Problem-based learning Sessions are limited to 40 participants. Because of their emphasis on small group interaction, problem-based learning sessions do not use audio/visual equipment. Exceptions to this policy must be approved in advance by the program committee chair. Questions should be entertained during the last 5-10 minutes of the session.

***If you have further questions, please contact [cme@aaaai.org](mailto:cme@aaaai.org) or (414) 272-6071.***