Virtual Session Proposal Submission Guidelines

Ideal Virtual Submissions
The Academy is looking for submissions that:

- Include interactive presentation techniques designed to engage the adult learner
- Interest professionals in a variety of practice and work settings
- Offer the best clinical innovations, educational advancements, professional development or new research relating to audiology
- Contain innovative and meaningful information

Guidelines for You
This document offers guidance on achieving these goals. It includes information regarding:

- Preparing your submission
- Number of submissions allowed
- Speaker agreement
- Presenter Information
- Instructional levels
- Learning objectives
- Submission Video

Preparing for Your Submission

To be considered, submissions will only be accepted through the online submission system, must contain the listed elements and be completed by the deadline!

- Session Details
  - Title (no longer than 85 characters) – should reflect the main focus of the content and be interesting!
  - Session category – who is your primary audience? Review and select the appropriate category as noted below.
  - Learner outcomes –three learner outcomes are required.
  - Instructional level – fundamental, intermediate, or advanced.
  - Abstract (no longer than 80 words) – will be printed in conference online materials.
  - Summary - limited to 500 words; should include details of submitted learner objectives. Research submissions should also include rationale, design, results, and conclusions.
- Name, organization, e-mail address, presenter agreement and disclosures for all presenters.
- Submission video

Number of Submitted Proposals
Each submitter is limited to three total submissions within the platform.

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Presenter Information
When you submit you MUST identify all participating presenters and include the following information.

- First Name, Last Name
- Email
- Designation: AuD, PhD, etc.
- Biography
- Financial/Non-Financial Disclosure Information

Presenter Agreement
All presenters must electronically agree to the terms of the submission agreement prior to entering a proposal. A copy of the submission agreement can be found under the Presenter tab of the AAA 2021 website www.aaaconference.org.

* Completion of the presenter disclosure information financial or other is also required of each presenter before the submission may be completed.

If you have any questions about the terms of the agreement, please contact us at presenters@audiology.org. Submissions will not be considered without the signed Speaker Agreement and disclosure information. Please allow time to collect this information from all listed presenters.

Presenter Roles
When you submit your session, you MUST identify a Lead Presenter. This person will:

- Present at AAA 2021 Virtual
- Serve as the primary point of contact for the submission if approved
- Be responsible for the submission of the presentation
- Manage communication to fellow presenters

Additional roles include:

- **Presenter** – presents in conjunction with lead presenter.
- **Contributor** – anyone you would like to acknowledge who contributed in a significant way to the project, but is not presenting this session at the conference. (Can only enter if accepted)
  - Since this role is not presenting, they are not required to fill out the Presenter Agreement or Disclosure forms.

Instructional Levels
All submissions* require the selection and description of an instructional level:

- **Fundamental**: Developed for attendees seeking education in basic principles and concepts. Emphasis is placed on developing foundational knowledge, skills, and/or procedures. Previous knowledge of the content area from the attendee is not required.
- **Intermediate**: Developed for attendees seeking review of fundamentals with emphasis placed on new knowledge in application, skills, and/or procedures. Reviews of current literature and practices for those with working knowledge and experience in the content area.
- **Advanced**: Developed for attendees seeking in-depth discourse of a practice area or topic. Emphasis placed on application and review of current techniques, research findings, and future directions. Attendees with substantial experience in the content area will update and expand their current domain knowledge.

* Except clinical, research and teaching posters.
Learning Objectives
All submissions require learning objectives. Each objective should:

- Reflect what a learner will be able to achieve within the session timeframe.
- Complete the following sentence: “Upon completion of this session, the participant will be able to...”
- Begin with a measurable action-verb that describes the (behavior) performance of the learner and the instructional level of the session.
  - Fundamental level: apply, describe, analyze, evaluate, assess, choose, or demonstrate.
  - Intermediate level: list, identify, define, etc.
  - Advanced level: solve, analyze, classify, etc.
- Avoid immeasurable action verbs such as understand, learn, or know.

Submission Video
Required for Learning Module and Research Podium Submissions.
Creating an interactive environment for attendees requires a presenter who has experience and can create engagement. To demonstrate these qualities all submitting presenters are required to upload a video example of them presenting.

- Video can be no more than two minutes in length
- Should be an “elevator pitch” style on the topic of the submission
- Can include slides and background
- Must include video of the presenter
- Should be filmed in horizontal orientation
- Maximum size 750 Megabyte

Session Categories
Select one category below that best fits your primary audience. Attendees will be able to search for sessions based upon categories, allowing them to quickly locate sessions that may be of interest to them.

- **Academic Education (AE):** Innovative teaching methods, accreditation, interprofessional education models, online training and simulations.
- **Adult Diagnostic (AD):** Assessment of auditory function including diagnosis of type, severity, site of lesion, communicative impact and possible etiologies of auditory disorders.
- **Amplification and Assistive Devices (AAD):** Hearing aids, assistive listening devices, personal amplifiers, t-coils, tele-loops, and/or hearing aid to assistive device coupling.
- **Career/Personal Development (CPD):** Life style advancement, personal development research and/or best practices including, but not limited to: career development, health promotion, mental health and wellbeing, burnout prevention, communication skill enhancement and workplace harassment prevention (including racial, gender, religious, disability, sexual orientation, age, etc.).
- **Clinical / Preceptor Education (PE):** Precepting, preceptor training, and other topics specific to promoting awareness and recruitment to the profession.
- **Electro/physiology (E):** Elicitation and interpretation of auditory-evoked potentials (ECochG, Screening ABR, Diagnostic ABR, VEMP, NRT, MLR, CAEP, MMN, ASSR), OAE, immittance measurements, somatosensory-evoked potentials used in intraoperative monitoring and neuro-imaging.
- **Geriatric (G):** Diagnosis, assessment, treatment, and/or issues particular to geriatric populations, including but not limited to: aging and cognition, aging and memory, and aging and motor skills.
- **Hearing Loss Prevention (HLP):** National guidelines, development of occupational hearing loss prevention programs, hearing protection, effects of noise exposure, and noise-induced hearing loss.
- **Implantable Hearing Devices (IHD):** Implantable hearing technology, including topics related to cochlear implants, bone-anchored auditory implants (or osseointegrated auditory implants), and implantable middle-ear devices.
• **Legal, Ethical, and Professional Issues (LEPI):** Ethics, autonomy, legislation, governmental affairs, advocacy, cultural sensitivity, humanitarian audiology, global audiology.

• **Neuro-Audiology (NA):** Assessment, treatment, and research of auditory hallucinations, auditory processing disorders, auditory neuropathy spectrum disorders, auditory cognition, and hearing and balance involvement with traumatic brain injury and neurodegenerative diseases.

• **Pediatrics (P):** Diagnosis, assessment, amplification, etc. for newborns to adolescents.

• **Practice Management (PM):** Operational aspects of all practice settings including but not limited to: staff hiring and supervision, profitability, marketing, implementation of best practices, tele-health, developing protocols, coding and billing, and strategies for meeting the Quadruple Aim in healthcare (improving health outcomes, decreasing healthcare costs, improving the patient experience, improving the provider experience).

• **(Re)habilitation and Counseling (C):** Auditory training, communication strategies training, speech reading training, and counseling topics such as informational/educational counseling, personal adjustment counseling, and psychosocial support for all ages.

• **Research (R):** Investigation or experimentation aimed at the discovery and interpretation of research design and methodologies, observations and findings. Offers revision of accepted theories or laws in light of new evidence, or provides practical application of information obtained through research.

• **Tinnitus and Decreased Sound Tolerance (TH):** Assessment, treatment, and research of tinnitus and decreased sound tolerance, including hyperacusis, phonophobia and misophonia. Topics related to LDL, MCL, residual inhibition testing, pitch and loudness matching, minimum masking level, and questionnaires.

• **Vestibular (V):** Assessment, treatment, and research of vestibular disorders, including topics related to ocular and cervical VEMP, VOR, VSR, ENG, VNG, vHIT and functional balance.

### Session Types for Submission

#### Learning Modules

**Length:** 30 minute to 1 hour sessions  
**Limit:** Two (2) submissions per lead presenter  
**CEUs:** 0.1  
**Guidelines:**

- Learner-focused, interactive courses on current topics of interest.
- Provide participants with information applicable to clinical practices.
- May cover a wide variety of topics including diagnostic audiology, rehabilitation, basic science, practice management, or a related field.
- Submissions with new or innovative topics are preferred.
- Submissions can NOT be product specific or promotional. Any submissions mentioning a product or promotion of a product or business will not be considered.
- Student submissions will not be considered (students presenting along with the lead presenter is allowed).
- Two-part submissions will not be considered.

#### Research Podiums

**Length:** 15-minute sessions  
**Limit:** Two (2) submissions per lead presenter  
**CEUs:** 0.05  
**Guidelines:**

- Opportunity for individuals to present current research.
- Must be original research in the areas of audiology, balance or hearing sciences.
- Only research projects that are currently complete or will be complete by February 15, 2021 will be considered.
- Identify the rationale for the study/presentation that is supported by the literature.
• Statement of the purpose should be clear and, if appropriate, hypotheses should be included.
• Study should be appropriate for the specific experimental questions, with methodology and statistical analyses clearly described.
• Results should be supported by the statistical findings, with conclusions supported by results.
• If not selected, research podium submissions may be considered for a Research Poster presentation; be sure to OPT-IN by checking the appropriate box in the online system.
• Student submissions will not be considered (student presenting along with the lead presenter is allowed).

Poster Submissions*

Types:

Research Poster: provides the opportunity to discuss original research.
Classroom and Clinical Teaching Poster: provides the opportunity to discuss teaching practices and strategies. This format may be used to present original research in the area of teaching effectiveness or to share new ideas in teaching.
Clinical Poster: provides the opportunity to discuss unusual clinical examples of complex cases, atypical disorders, or innovative treatment approaches.

Length: Displayed virtually during and after the meeting on the virtual platform.
Limit: Two (2) submissions per lead presenter
CEUs: Four different posters in the same category = 0.1 CEUs; a maximum of 0.6 CEUs can be earned for posters.

Guidelines:
• Identify the rationale for the study/presentation which is supported by the literature.
• Statement of the purpose should be clear and, if appropriate, hypotheses should be included.
• Study should be appropriate for the specific experimental questions, with methodology and statistical analyses clearly described.
• Results should be supported by the statistical findings, with conclusions supported by results.
• Submissions that address an important issue will be given special consideration.
• Identify the potential impact of the research on clinical practice, education of students, the profession or future research.
• Innovation is worthy of special consideration, such as projects that developed or employed novel concepts, approaches, methodologies, tools or technologies.
• To be considered for acceptance, all research must be completed by February 15, 2021.
• International poster submitters who speak English as a second language will be given the opportunity to have an Audiology PhD student partner with them to assist in the English editing of the submission to ensure it can be evaluated to the best advantage. A checkbox option will be made available during the submission process. All submissions that would like to take part will need to be completed by October 26, 2020.

Student Research Forum – Will be offered on eAudiology

Length: 15 minutes will be provided for each of five presentations within a 1.5-hour session
Limit: One (1) submission per student lead presenter
CEUs: 0.15

Guidelines:
• Graduate students in audiology and recent audiology graduates are invited to submit proposals for presentation of their original research completed while a graduate student in audiology.
• The American Academy of Audiology Foundation (AAAF) will award $500 to each of the five selected student presenters.
• Award recipients will present a 15-minute summary of their research including the question and answer period.
• The following qualifications must be met in order to submit:
  1. Completed data collection while enrolled as a student at an accredited university;
  2. Be currently enrolled in an academic program or must have received their degree (AuD or PhD) within the past 12 months;
  3. Be the primary investigator of the research.
• Identify the strong rationale for the study/presentation that is supported by the literature.
• Statement of the purpose should be clear and, if appropriate, hypotheses should be included.
• Study should be appropriate for the specific experimental questions, with methodology and statistical analyses clearly described.
• Results should be supported by the statistical findings, with conclusions supported by results.
• If not selected, Student Research Forum submissions may be considered for a Research Poster presentation; be sure to OPT-IN by checking the appropriate box in the online system.