### Topic
- **Make it FOCUSED.** For example, if you want to present on “Breast Cancer Screening”, choose “Impact of Breast Density on Breast Cancer Screening Recommendations” instead. Another example: if you want to present on “Giving a Lecture,” choose “Four Ways to Make a Lecture Interactive with Little Preparation Time” instead.
- **Make it TIMELY.** Choose a topic that falls at the learning edge of your anticipated audience. For example, focus it on new guidelines, on a potentially controversial subject, or one that relates to the meeting theme.
- **Make it “PRACTICE” CHANGING.** Participants should be able to apply new knowledge or skill on your topic to their patient care, teaching, research, or other professional activities.

### Team
- **LIMIT the number.** Choose a maximum of 4 workshop faculty, but sometimes 2 or 3 is better.
- **Consider their CONTRIBUTION and EXPERTISE.** It helps to have one “big picture” person, one person experienced in presenting workshops, and one person who is detail-oriented. Often each contributor can play more than one role.

### Learning Objectives
- The workshop summary should answer **3 KEY QUESTIONS**:
  - Why is the topic **IMPORTANT**?
  - What should participants expect **DURING THE SESSION**?
  - What will the participants **TAKE AWAY** from the session?
- Include no more than **THREE LEARNING OBJECTIVES** and write them in **SMART format**:
  - Specific (state what the learner will be able to do)
  - Measurable (how much change is expected)
  - Achievable (with available resources and restraints)
  - Relevant/Realistic (pertinent to needs of the participant and the SGIM)
  - Time-phased (provides timeline indicating when the objective will be met—most should be met within 60 minutes)

### Preparing and Presenting
- **At least half of the workshop should be INTERACTIVE and facilitated by workshop faculty.**
- **COMMON INTERACTIVE METHODS** include case-based or problem-based individual or group activities and large group facilitated discussion.
- **USE YOUR 60 MINUTES WISELY**
  - Allocate a specific amount of time to each speaker and activity and distribute timeline to workshop faculty.
  - Didactic content should include only essential information.
  - Avoid allotting more than 1-3 minutes on providing background information.
  - Practice the session beforehand to ensure that time allotments are realistic. Edit content if they are not.
  - Arrive early to check room set-up and AV equipment.
  - Assign a workshop faculty member to keep track of time.
  - Start the workshop on time (not 5 minutes late) and end on time.
  - Limit amount of moving around or rearranging space required by participants.
  - Consider telling the group at the beginning to see you after the session is over for any questions.

### Handouts
- **Provide links to or copies of educational materials and resources through the SGIM annual meeting app ahead of the session.**
- **Distribute hand-outs containing information important to, but not essential to the topic presented.** Handouts should enhance the content presented, not repeat it.