### 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 5 workshop faculty.
- 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)

### Preparing and Presenting
- At least half of the workshop should be **INTERACTIVE** and facilitated by workshop faculty.
- **INTERACTIVE METHODS** include
  - Case-based or problem-based individual or small group activities
  - Large group facilitated discussion
  - Interactive polling during the session
- **USE YOUR 90 MINUTES WISELY**
  - Allot 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 3-5 minutes to providing background information.
  - Run a test session:
    - Check you background and lighting
    - Ensure that time allotments are realistic – including time to transition in/out of breakouts
    - Learn the technology platform you will be using and make effective use of the functions
  - Assign a workshop faculty member to facilitate the session, including keeping track of time, monitoring and answering questions in the chat, and managing breakout rooms
  - Start the workshop on time (not 5 minutes late) and end on time.
  - Keep breakouts to no more than 2 sessions.
  - Consider providing your contact information at the beginning of the session.
- **DURING THE SESSION**
  - Mute everyone during large group sessions.
    - Ask participants to use the chat feature to ask questions and share ideas, unless you are facilitating a large group discussion or debriefing session.
  - Use your device’s “Do Not Disturb” function to minimize any background noise or notifications during your session.
  - Use a timer during sessions to allow participants to know how to best manage their time.

### Handouts
- Provide links to or copies of educational materials and resources through the SGIM annual meeting app ahead of the session.
- Consider providing handouts or resources as links in the chat during the session.
- Handouts should contain information that is important, but not essential for the topic.
- Handouts should enhance the content presented, not repeat it.

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*Courtesy: Carla Spagnoletti on behalf of the SGIM Education Committee
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