

DIDACTIC PROPOSAL SCORING SYSTEM

SAEM Mission: “To lead the advancement of emergency care through education and research, advocacy and professional development in academic emergency medicine.”

SAEM DIDACTIC SCORING GUIDELINES:

- Is the topic appealing and likely to be of strong interest to members?
- Are the learning objectives, description, and plan consistent with a well-developed didactic likely to be valuable to attendees?
- Will the content and format of the session meet the objectives of the didactic? - Is the proposal too long or too short in terms of time commitment?
- Is the proposed number of speakers appropriate to the topic and format selected? - Have the speakers demonstrated subject-matter expertise with a broad range of experience and/or perspectives?

DIDACTIC TOPIC

	5 (Highest)	3	1 (Lowest)
Value	Topic is well-defined and fits with the SAEM mission. Topic is practice-changing OR will have a sustained and powerful influence on the specialty.	Topic is adequately defined and may assist in advancing the specialty, or reinforces existing practice .	Topic is poorly defined. No real impact on the specialty.
	5 (Highest)	3	1 (Lowest)
Appeal	Topic is highly compelling for a general EM audience OR a well-defined niche. <i>This is the didactic that SAEM members will wish they attended</i>	Interesting but not ground-breaking topic.	Subject matter is not relevant to SAEM audience or appeals to only a very limited subset.

DIDACTIC SPEAKERS

	5 (Highest)	3	1 (Lowest)
Qualifications	Speaker bio(s) are compelling or impactful with members having high expertise, including relevant lectures, publications, positions, and/or experiences in the content area.	Speaker bio(s) are somewhat compelling or impactful. Speaker(s) expertise is adequate.	Speaker bio(s) are not compelling or impactful and have inadequate expertise.
	5 (Highest)	3	1 (Lowest)
Mix	<p>Appropriate number of speakers for content and format. Panel, if included, has an appropriately diverse mix of backgrounds and experiences.</p> <p>Junior speakers, if included, are justified to have valuable insights with clear mentorship from senior speakers.</p>	<p>Number of speakers may not be appropriate for content and format. Panel has limited backgrounds and experiences for panel discussions.</p> <p>Mentoring for junior speakers is unclear or not well-justified.</p>	<p>Number of speakers is definitely excessive or inadequate for content and format. Panel lacks appropriately broad backgrounds and experiences.</p> <p>Mentoring for junior speakers is not mentioned, or junior speakers are not likely to succeed.</p>

DIDACTIC DESCRIPTION

	5 (Highest)	3	1 (Lowest)
--	--------------------	----------	-------------------

Organization	Well-organized description with clear goal of didactic.	Proposed structure is rough in some areas or the goal is unfocused. Some questions about content; or some questions about the ability of organizers to pull it off.	Structure unclear without obvious goal. Unlikely to be feasible within the Annual Meeting structure.
	5 (Highest)	3	1 (Lowest)
Appropriateness	Includes all required elements (background, content, key takeaways) and content is appropriate for the requested time format.	Some required elements are missing, or presenter(s) may experience time pressures to achieve goals.	Proposal lacks key requirements, or content is not appropriate for the requested time format.

DIDACTIC PLAN

	5 (Highest)	3	1 (Lowest)
Structure	Well-structured plan with distinct activities clearly presented in an appropriate order, including listing the timing of each activity. Proposed structure is optimized for the topic and content.	Structure is present, but a few activities are not appropriately described, ordered or timed. Proposed structure is acceptable for this topic.	Poorly structured without obvious activities, order, or timing. Proposed structure is not acceptable or appropriate for this topic
	5 (Highest)	3	1 (Lowest)

Engagement	Plan thoughtfully considers the target audience, including interesting and/or effective strategies for audience engagement if appropriate to the content and length of the didactic.	Plan includes some effort to consider and engage the target audience, but some elements could be improved.	Plan does not identify or consider the target audience and includes limited or no audience engagement, or approach would be infeasible or inappropriate.
-------------------	--	--	--

Questions/Comments Email:

didactics@saem.org