

## Session Proposal Submission Guidelines

The AAA 2023 Program Committee invites researchers from around the world to submit an abstract for presentation in Seattle WA, April 19 – 22, 2023. All abstracts will be peer reviewed in a blind review process. Acceptance of abstracts will be based on content of the submission, available space and overall program balance.

The goals of the call for abstracts are to help AAA attendees acquire knowledge, advance science and access technology. The Academy encourages basic science-, translational-, and/or clinical research in audiology, neurotology, and the hearing and balance sciences.

## Ideal Submissions

The Academy is looking for submissions that:

- Interest professionals and students in a variety of practice and work settings
- Offer new and innovative research relating to audiology (prevention, assessment, pathophysiology and treatment)
- Impact clinical practice in audiology
- Include interactive presentation techniques designed to engage the adult learner
- Cover all instructional levels with an emphasis on Advanced content

## 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 roles
- Instructional levels
- Learning objectives
- Session types
- Identifying your audience
- Selection/review criteria for submissions

## Preparing for Your Submission

The Academy uses an online submission system. Selecting, collecting, and preparing the following information will facilitate the submission process.

*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 type – multiple session types are offered at AAA 2023. Review and select the appropriate session type as noted below.
  - Session category – who is your primary audience? Review and select the appropriate category as noted below.
  - Learner outcomes – one to three learner outcomes are required, depending upon submission type.
  - Instructional level – fundamental, intermediate, or advanced.
  - Define knowledge base – in addition to instructional level a basic knowledge base description will be required for the submission; this will be printed in conference online materials.

- Abstract (no longer than 100 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.
  - Presenter information should NOT be included in the abstract or summary.
- Name, organization, e-mail address, presenter agreement and disclosures for all presenters.

## Number of Submitted Proposals

Each submitter is limited to the following number of submissions per category:

Session Types	Number of Allowed Submissions
Learning Modules	2 submissions per lead presenter
Mini Modules	2 submissions per lead presenter
Research Podiums	2 submissions per lead presenter
Research Posters	2 submissions per lead presenter
Clinical Posters	2 submissions per lead presenter
Classroom and Clinical Teaching Posters	2 submissions per lead presenter
Student Research Forum	1 submission per student lead presenter
Student-Focused Sessions	2 submissions per lead presenter
Industry Updates	limited to exhibiting companies only
Quick Solutions	limited to exhibiting companies only (must have booth size of at least 10 x 20)

## 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 on the AAA 2023 website [www.aaaconference.org](http://www.aaaconference.org).

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

All presenters are required to register and pay the appropriate conference registration fees, these fees can be access at [www.aaaconference.org](http://www.aaaconference.org).

If you have any questions about the terms of the agreement, please contact us at [presenters@audiology.org](mailto: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 2023 + HearTECH Expo
- 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(s)/Co-Author(s)** – 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.

**\*Each presenter affiliated with the submission(s), must complete his/her own profile by submitting a biography and completing the speaker agreement and disclosure information. Allow time during the submission process for presenters to complete their information before the submission deadline. The submission will not be final until all disclosures are complete.**

## Instructional Levels

With the exception of the Posters sessions, 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. (Introductory knowledge is not needed, basic assumptions will be listed in the attendee online planner.)

## Learning Objectives

All submissions require learning objectives that are clear statements of the anticipated results to be achieved through an educational activity, focusing primarily on what participants are expected to learn as a result of attending this session and how it relates to the practice of audiology.

Session Type	Required Learning Objectives
Learning Modules and Student Sessions	Three (3)
Industry Updates, Research Podiums, Student Research Forum, Mini Modules and Posters	One (1)

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: list, identify, define, etc.
  - Intermediate level: apply, describe, analyze, evaluate, assess, choose, or demonstrate.
  - Advanced level: examine, solve, analyze, etc.
- Avoid immeasurable action verbs such as understand, learn, or know.

## Session Types for Submission

There are eight types of sessions:

- Learning Modules
- Mini Modules
- Research Podiums
- Student Research Forum
- Posters

- Industry Updates (*Industry Lead*)
- Student-Focused Sessions

#### General considerations:

- You will be asked to select *one* session type that best matches your proposal: duplicate submissions under multiple CEU offering categories are *not* permitted unless you are submitting a student-focused session or a learning module and a mini module (note – if you are accepted for both, the mini module will be dropped and you will only present the learning module). Or a student session.
- Presentations on specific products and/or services are acceptable *only* in the industry updates or quick solutions submission types.
- Proposals in each category will be reviewed by the appropriate AAA 2023 Program Subcommittee members in a blind review.
- Featured Sessions, Learning Labs, and Grand Rounds presentations, are *invitation only* and are not included in this submission process.

#### Learning Modules

*Length:* 1 hour

*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. All submitters will be asked to confirm this during the submission.
- Student submissions will not be considered (however, students presenting along with the lead presenter is allowed).
- Two-part submissions will not be considered.

#### Mini Modules

*Length:* 30 Minutes

*Limit:* Two (2) submissions per lead presenter

- *CEUs:* 0.05 Twenty-minute lecture, with 10 minutes of Q&A
- 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 can NOT be product specific or promotional. Any submissions mentioning a product or promotion of a product or business will not be considered. All submitters will be asked to confirm this during the submission.
- Student submissions will not be considered (students presenting along with the lead presenter is allowed).

#### Research Podiums

*Length:* 30 minutes each

*Limit:* Two (2) submissions per lead presenter

*CEUs:* 0.05

*Guidelines:*

- Opportunity for professionals 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, 2023 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 (however, student presenting along with the lead presenter is allowed).

### **Student Research Forum**

*Length:* 15 minutes for each of five presentations within a 1.5-hour session total

*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.

### **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 for a full day on your designated day; 1 hour to address questions.

*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, 2023.
- 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, 2022.**

## **Industry Updates**

*Length:* 30 Minutes

*Limit:* Limited to current AAA 2023 exhibiting companies only

*Focus:* Product training/demonstration/clinical research

*Location:* Exhibit hall

*CEUs:* 0.05

*Cost to exhibitor:* \$850 per session and an additional \$850 to repeat the session

*Guidelines:*

- Designed to provide attendees product training and/or demonstrations to include new or updated clinical research, software, instrumentation or new hearing aid products and/or features, etc.
- Product names may appear in the abstract and presentation.

## **Student-Focused Sessions \*New for AAA 2023**

*Length:* 1 hour

*Limit:* Two (2) submissions per lead presenter

*CEUs:* **Student-Focused Sessions are not eligible to provide CEUs.**

*Guidelines:*

- Student-focused with an emphasis on expanding learning beyond the classroom.
- 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.
- Two-part submissions will not be considered.

## 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):** Faculty development (research and grant writing, innovative teaching methods and experiential learning), Scholarship of teaching and learning (SoTL), accreditation, interprofessional education models, online training and simulations, curricular development, student affairs.
- **Adult Diagnostic (AD):** Behavioral and objective assessment of auditory system including diagnosis of type, severity, site of lesion, and possible etiologies of auditory disorders as well as communicative impact.
- **Amplification and Assistive Devices (AAD):** Intervention of hearing loss and timely fitting and monitoring of hearing aids, assistive listening devices, personal amplifiers, t-coils, tele-loops, wireless connectivity, streaming, and/or hearing aid to assistive device coupling.
- **Career/Personal Development (CPD):** Lifestyle 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, negotiation strategies (negotiate for what you want at your current or next job), effective ways to communicate with colleagues and supervisors, tips for resume building, interview skills and workplace harassment prevention (including racial, gender, religious, disability, sexual orientation, age, etc).
- **Clinical / Preceptor Education (PE):** Precepting, preceptor training, cultural sensitivity, dealing with difficult students, bridging the gap between didactic and experiential learning, student-preceptor relationship, optimizing learning during externship, 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, AMLR, CAEP, MMN, ASSR), OAE, immittance measurements, eCAP and eABR, 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 auditory processing, 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), implantable middle-ear devices, and auditory brainstem implant (ABI).
- **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 neuromaturation and neuroplasticity, central auditory pathway space-occupying lesions, auditory processing disorders, auditory neuropathy spectrum disorders, cochlear synaptopathy, auditory cognition, hearing and balance involvement with traumatic brain injury and migraine, and auditory hallucinations, and neurodegenerative diseases, cognitive assessment/screening, and auditory-visual interaction.
- **Pediatrics (P):** Behavioral and objective assessment, diagnosis, and management for newborns to adolescents, including children with mild hearing loss, unilateral hearing loss, genetic hearing loss, and children with special needs (Downs syndrome, autism spectrum disorders), speech perception and development, and multidisciplinary assessment and intervention.
- **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), safety and infection control.

- **(Re)habilitation and Counseling (C):** Auditory training, communication strategies training, speech reading training, and counseling topics such as informational/educational counseling, personal adjustment counseling, genetic counseling, and psychosocial support for all ages.
- **Research (R):** Basic science and translational research in hearing and balance in humans and animals, and impact on clinical practice and public health. Investigation or experimentation aimed at the discovery and interpretation of research design and methodologies, observations and findings. Revision of accepted theories or laws in light of new evidence, or 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 behavioral assessment (extended high frequency thresholds, LDL, MCL, residual inhibition testing, pitch and loudness matching, minimum masking level questionnaires) and objective assessment (OAEs, evoked potentials), etiology and pathophysiology of tinnitus (auditory disorders, TMJ, migraine, ASD, cervical and vascular disorders), and treatment (CBT, TRT, hearing aids).
- **Vestibular (V):** Assessment, treatment, and research of vestibular disorders in all ages, including topics related to ocular and cervical VEMP, VOR, VSR, ENG, VNG, vHIT and functional balance, and interprofessional intervention.

## Review Process

Each submission will be peer-reviewed at least three times by a AAA Program Subcommittee member. The Reviews are blind as the reviewers do not see the name or affiliations of the submitters.

## Explanation of Criteria

Above and beyond looking for a well-written submission that is appropriate for an advanced professional audience, the criteria that will be used by the reviewers during the blind review process.

- **Innovation and Importance: This criterion applies to the content abstract and summary, which are more in depth, and will be available to reviewers in the reviewing process.** Does the description make you want to attend the session? Does the topic address an area of inquiry where there is a need for further research or clinical education? Is the research groundbreaking or cutting edge?
- **Relevance:** For research submissions, we are looking for sessions with sound scientific or clinical foundation, clearly stated objectives, solid study design, good methodology, clear presentation of findings, and easily recognized conclusions. In addition, clinical-based and practice management submissions should demonstrate the benefit in day-to-day operations and have practical applications.
- **Substance and Concrete Takeaways:** Does the program offer concrete takeaways for the learner? Are there practical tips, techniques, or intervention plan that an attendee can apply on their return to the workplace?