2026 AABB Annual Meeting

Education Session Proposal Guide

This document will help you prepare your proposal for an education session at the 2026 AABB Annual Meeting. Please note that you can access your proposal to add, update, or edit the content through the submission period, which ends March 6, 2026.

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AABB Continuing Education Mission Statement

The goal of the AABB Continuing Education (CE) Program is to support the AABB mission to "improve lives by making blood transfusions and biotherapies safer, more effective, and more accessible worldwide" by delivering relevant, high-quality, and cost-effective continuing education tailored to healthcare teams, including physicians, laboratory professionals, nurses, and other allied healthcare professionals. The activities are designed with actionable learning outcomes, focusing on increasing medical knowledge, enhancing clinical skills and strategies, and improving interprofessional collaboration.

Planning Timeline

March 6, 2026

Submission Site Closes

Mid-May 2026

Final Acceptance and Rejection Notices

October 17-19, 2026

AABB Annual Meeting, Atlanta, GA

Successful Session

Proposals have the following attributes:

WHO

A clear definition of the ideal audience you are targeting (see section on Interprofessional Education Requirements).

Global voices and perspective included (where relevant).

Diversity of presenter expertise, workplace affiliations and areas of focus.

WHAT

New innovative topics and information that is gaining traction in the field.

Educational value not available elsewhere.

Thought-provoking key takeaways for attendees.

Knowledge gaps that need continued educational reinforcement.

HOW

A scope that can adequately be covered in 45-60 minutes (planning should allow for 10-15 minutes of Q&A).

Program Chairs who can lead discussion and facilitate interaction among presenters. Program Chair must also facilitate all session and speaker preparations leading up to and during the Annual Meeting.

Specific plan for audience engagement, such as group exercises, polling, reflective questions, Q&A, etc. (see Active Learning Requirements section).

Please note: If you have all the attributes for a successful session but have not been able to identify speakers, please submit the session without the full speaker list and indicate in the description that assistance is needed in identifying speakers.

New! Accreditation & Educational Design

AABB is accredited by Joint Accreditation for Interprofessional Continuing Education and the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing education for the healthcare team. These accrediting bodies require that educational activities be intentionally designed to address identified practice gaps, incorporate active learning strategies, and – when appropriate – promote interprofessional collaboration to improve healthcare team performance and patient outcomes.

Interprofessional education (IPE) is defined as education in which members of two or more professions learn **with, from, and about** each other to enable effective collaboration and improve the quality and safety of care. While not all activities are required to be interprofessional, activities identified as IPE must be intentionally designed to meet interprofessional education criteria.

Given the breadth and diversity of the AABB community, AABB encourages educational activities that are designed for more than one profession in the healthcare team.

Interprofessional education activities should:

- Be intentionally designed for **two or more professional audiences**
- Address a **shared practice problem or educational gap** that spans professional roles
- Include learning objectives that reflect **interprofessional roles, communication, collaboration, or teamwork**
- Demonstrate how **collaborative practice** can improve professional performance, systems of care, and/or patient outcomes

Interprofessional Design and Target Audience

As part of the proposal submission process, Program Chairs will be asked to identify the **intended target audience** for the session and to indicate whether the activity is intentionally designed for **more than one professional group** (interprofessional design).

The target audience identifies the healthcare professional group(s) **for whom the session is intentionally designed**, based on the identified educational need(s) and the desired changes in competence, performance, healthcare team performance, and/or patient outcomes. This information is used to support intentional educational design and alignment with Joint Accreditation (ACCME/ANCC/ACPE) requirements.

Because AABB serves a diverse healthcare team, most educational activities are expected to be designed for an **interprofessional audience**, where appropriate to the topic. Interprofessional education involves members of two or more professions learning **with, from, and about** each other to improve collaboration and the quality and safety of care.

Interprofessional Education Design

Program Chairs will be asked to indicate whether the session is intentionally designed as an **interprofessional education (IPE)** activity. When a session is identified as interprofessional, submitters will be asked to describe how two or more professions will learn with, from, and about each other and how the session is designed to impact healthcare team performance, strategy, systems of care, and/or patient outcomes.

If a session is intentionally designed for a single professional audience, Program Chairs will be asked to provide a brief justification describing why an interprofessional approach is not appropriate or feasible for the topic.

The selected target audience and interprofessional design should be clearly reflected in the **target audience, learning objectives, session description**, and **planning and faculty composition**.

During submission, Program Chairs will be asked to select the professional group(s) for whom the session is intentionally designed from the following options:

Intended Primary Target Audience *(Select all that apply)*

- ☐ Laboratory Professionals (e.g., MLS, MLT, SBB)
- ☐ Physicians
- ☐ Nurses
- ☐ Pharmacists
- ☐ Research Scientists
- ☐ Other – please specify: ___________

Examples of **"Other"** primary target audiences may include, but are not limited to: administrative or executive leadership (e.g., CEO, COO, CMO); patient blood management roles (e.g., transfusion safety officers, PBM coordinators); information technology or informatics; education and training roles; regulatory or compliance professionals; or other healthcare roles central to the educational need such as a professional/practitioner outside of the AABB community (e.g., a neonatologist, or ethicist).

Session Information

- **Session title.** Title should be succinct and clearly reflect the specific topic of the session (avoid use of copyright titles and cute titles).
- **Submitter name and email**
- **Program Chair name and email** (if different from submitter)
- **Session proposals should be submitted for 60 minutes in length** (10-15 minutes of Q&A)*
- **Each session will have one (1) Program Chair and a maximum of two (2) speakers.****

*A limited number of sessions will be developed for 75-minute time slots. If you are interested in being considered for a 75-minute slot, you will have the opportunity to indicate that in the submission form. Your session submission should be for a 60-minute session with a maximum of two speakers and a moderator and use the "75-minute Justification" box (max 500 characters) in the online form to describe and justify the details of how you would expand into a 75-minute slot, including potentially additional objectives and speaker.

IMPORTANT — SESSION FORMAT:

As noted, sessions will generally follow a 60- or 75-minute format with a moderator and two or three speakers respectively. If you would like the committee to consider your session for a format that would necessitate additional speakers (examples might include a panel discussion with multiple brief presentations followed by a panel discussion or a roundtable session with multiple table moderators), please outline your intended format in the description with suggested additional speakers. Such requests are not guaranteed if the session proposal is accepted.

Session Title & Description

- Your session title cannot exceed 200 characters.
- Your session description cannot exceed 2,000 characters.
- Please do not include your objectives in your description. Refrain from including notes to the committee unless you are requesting help identifying appropriate speakers.
- The session description should reflect the audience (and interprofessional design). See examples on the next page.

Session Acceptance

Prior to final acceptance, the Annual Meeting Education Committee (AMEC) may request submitters to make changes to their session. This is minimize repetition and best address the needs of the attendees. The AMEC will communicate any requested changes to the session proposal to the Program Chairs in May 2026.

Examples of Interprofessional vs. Non-Interprofessional Design

Non-Interprofessional Example *(Single-Profession)*

Program Description

Neonatal and pediatric transfusion medicine presents unique challenges due to developmental differences in physiology and hemostasis, as well as increased vulnerability to transfusion-related complications. This activity uses case-based examples to review clinical indications for blood component transfusion, current evidence informing transfusion thresholds, and strategies to recognize and manage adverse events in neonatal and pediatric patients. Emphasis is placed on applying emerging evidence to support safe, effective, and individualized transfusion practice.

Learning Objectives After participating in this activity, learners will be able to:

1. Describe indications for red blood cell, platelet, and plasma transfusion in neonatal and pediatric patients, including high-risk clinical scenarios.
2. Apply current evidence and transfusion threshold data to neonatal and pediatric transfusion decision-making.
3. Identify transfusion-related adverse events in pediatric patients and implement strategies for prevention and management.

Interprofessional Education (IPE) Example *(more than one profession)*

Target Audience: Laboratory Professionals and Physicians

Program Description

Safe and effective neonatal and pediatric transfusion care depends on collaboration between physicians and laboratory professionals. This interprofessional activity uses case-based scenarios to examine transfusion indications, evidence-based thresholds, and transfusion-related adverse events from both clinical and laboratory perspectives. Participants will learn how coordinated decision-making and shared use of clinical and laboratory data can improve transfusion safety and patient outcomes.

Learning Objectives After participating in this interprofessional activity, learners will be able to:

1. Analyze and determine appropriate transfusion strategies for neonatal and pediatric patients, including high-risk scenarios, within an interprofessional care team.
2. Integrate clinical assessment and laboratory data to apply evidence-based transfusion thresholds in pediatric care.
3. Coordinate interprofessional approaches to prevent, identify, and manage transfusion-related adverse events.

Note to Submitters: Interprofessional education sessions must be intentionally designed so that learners from different professional backgrounds gain insight into each other's roles and how team-based practice improves care. Simply listing multiple audiences does not, by itself, constitute interprofessional education.

Summary of Importance to the Field

(Maximum 500 characters)

Program Chairs will be asked to briefly describe why the proposed session is novel, timely, or important to the field and why the committee should prioritize it for inclusion in the Annual Meeting program. Responses should identify the unmet need, emerging issue, or advancement addressed by the session and how it advances professional practice, team performance, and/or patient outcomes.

New! Active Learning Requirements

Joint Accreditation and ACCME require that educational activities actively engage learners. Although a facilitated Q&A period is a required standard component of live activities and meets the requirements, that interaction becomes passive for viewers who watch the online, recorded program after the live program has been presented.

Therefore, to meet the active learning requirements for on-demand viewers, all activities must incorporate additional, intentional active learning methods that are captured within the recorded content to prevent passive viewing.

All activities must include at least one active learning method embedded in the recording. AABB strongly encourages multiple engagement points throughout the presentation.

Acceptable active learning strategies include:

- Case studies with decision points (present a case study and ask the audience question to reflect on what decisions they would make at different points and why; pause for the learner to reflect).
- "Pause and Reflect" Prompts: Reflective questions based on the content posed during the presentation with intentional pauses for reflection.

Speakers may encourage learners to pause the recording, reflect, and write down action items to support application of learning in practice.

Faculty will be asked upon slide review in the Speaker-Ready Room how/when they plan to incorporate active learning in their presentation.

Writing Learning Objectives

For Continuing Education Activities

Clear, measurable learning objectives are required for every continuing medical education activity. Objectives should address specific audience needs and interests and facilitate measuring the educational activity. In writing objectives, use clear and attainable measures to answer the question: **"Upon completion of this activity, participants should be able to…"** This phrase is followed by a specific performance verb and the desired learning outcome. These objectives should focus on knowledge/skill acquisition or reinforcement.

Please consult this list of performance verbs as you write your objectives. The submission software will only allow these words to be selected. Objectives should reflect the audience and interprofessional design of the session. See examples on **page 5**.

Application	Comprehension	Knowledge	Analysis	Synthesis	Evaluation
Apply	Associate	Cite	Analyze	Arrange	Appraise
Calculate	Classify	Count	Appraise	Assemble	Assess
Complete	Compare	Define	Categorize	Collect	Choose
Demonstrate	Compute	Draw	Classify	Compose	Compare
Dramatize	Contrast	Identify	Contrast	Construct	Critique
Employ	Convert	Indicate	Criticize	Create	Decide
Examine	Describe	Label	Debate	Design	Determine
Illustrate	Differentiate	List	Detect	Detect	Estimate
Interpret	Discuss	Name	Diagram	Formulate	Evaluate
Interpolate	Distinguish	Point	Differentiate	Generalize	Judge
Locate	Explain	Read	Distinguish	Hypothesize	Justify
Operate	Estimate	Recite	Experiment	Integrate	Measure
Order	Examine	Recognize	Infer	Manage	Rank
Perform	Express	Relate	Inspect	Organize	Rate
Predict	Interpret	Repeat	Inventory	Plan	Recommend
Practice	Interpolate	Select	Question	Prepare	Revise
Relate	Locate	State	Separate	Produce	Score
Report	Predict	Tabulate	Summarize	Propose	Select
Restate	Report	Tell		Summarize	
Review	Restate	Trace			
Schedule	Review	Write			
Sketch	Translate				
Solve					
Translate					
Use					
Utilize					

Words that are NOT measurable and should not be used (e.g., know, grasp the significance of, have knowledge of, comprehend, think, be aware of, remember, perceive, understand, appreciate, learn).

Categories & Keywords

You will be asked to choose a primary category and up to five keywords. The primary category should reflect the overall topic of your submission. Keywords should reflect other topics that are covered in your submission.

Biotherapies, Cellular Therapies and Immunotherapies

Collections, Processing and Storage
Cord blood (including cord tissue and perinatal cells)
Hematopoietic Cell Therapy/ Transplant Immunotherapies (includes CAR T cells)
Nonhematopoietic Cell Therapy
Process Improvement
Product Development and Manufacturing
Quality Control/Quality Assurance
Regenerative Medicine
Regulations
Somatic Cell Therapy

Blood Center/Hospital-Based Donor Center

Blood Center/Donor Center Inventory Management
Collections and Product Manufacturing
Component Processing
Donor Apheresis
Donor Collections
Donor Hemovigilance
Donor Recruitment and Retention
Donor Testing

Cell Biology, Immunology and Biochemistry (Basic and Preclinical Research)

Leukocytes (includes experimental transplantation/ immunotherapy)
Platelets
Red Cells

Education/Developing Curriculum

Competency Assessment Methods
Curriculum Development, Implementation and Evaluation
Professional Development
Training Methods for Employees, Students, Residents and Fellows

Immunohematology and Genetic Testing (red cells, leukocytes and platelets)

Immunohematology (includes serology)
Molecular Diagnostics and Testing

Hematology and Coagulation

Disorders
Testing and Assay Development

Information Technology and Informatics

Data Management and Analytics
Electronic Health/Medical Records
Laboratory Information Systems

Instrumentation

Inventories

Inventory Distribution
Inventory Management
Inventory Storage

Leadership

Marketing
Operations
Strategic Planning

Management

Financial Management
Laboratory Administration
Personnel Management
Practice Management

Patient Blood Management

Public Health, Policy and Ethics

Quality

Laboratory Safety
Proficiency Testing
Quality Assurance
Quality Control
Quality Management Systems
Standards, Regulations and Accreditation

Therapeutic Apheresis

Tissue Banking and Management

Transfusion

Acute Bleeding and Hemorrhage Management
Evidence Based Medical Practices
Patient Safety
Patient Testing
Pediatric Transfusion Clinical Medicine
Perioperative and Anesthesia
Recipient/Patient Hemovigilance Noninfectious Adverse Events (Transfusion Reactions)
Recipient/Patient Hemovigilance Transfusion Transmitted Infectious Diseases
Transfusion Practices
Transfusion Service Inventory Management, Storage, and Distribution
Trauma and Massive Transfusion Practices

People

Each session generally requires one Program Chair and up to two Speakers for a 60-minute session and three Speakers for a 75-miute session. One person may have multiple roles on a session.

Program Chair: Responsible for the overall strategic direction for the session content. Manage speakers for timely submission of required documents. Review presentations for cohesion and alignment with objectives. Ensure speakers check in to the speaker ready room at least four hours in advance of session and arrive at least 15 minutes early to present to the session. Moderate session by introducing speakers, maintain schedule of the session and facilitate question and answer period. Ensure that speakers incorporate active learning to engage attendees (see section on Active Learning Requirements).

Speakers: There may be one to two speakers presenting the content during the session. Speakers should represent different organizations (e.g., University of State Medical Center and North State Hospital) and different practice backgrounds (e.g., transfusion service and collection center). During the vetting process the committee will look for diversity of speaker backgrounds based on their practice type and practice location. We will also look for new speakers and new topics. Engaging a more experienced speaker with an early career speaker is desirable. Also, please ensure that speakers did not present on the same or similar topic in the prior 2-3 years. ***Note: Requests for speakers from the FDA are handled through an established protocol between AABB and the FDA. Please contact AABB at professionaldevelopment@aabb.org to request an FDA speaker.***

IMPORTANT: Individuals will generally only be permitted to participate as a speaker in a maximum of one session, regardless of role. New for 2026 – at the discretion of the AMEC, individuals will be permitted to participate in more than one session as a Program Chair. However, when serving as a Program Chair for more than one session, they will be asked to mentor an early-career professional or a colleague who has never presented at a national/international meeting where the mentee will serve as moderator and the Program Chair will provide onstage, "at the elbow support" to the mentee. This is to allow for a range of subject matter experts and is at the discretion of the committee.

If you indicate that you would like to be considered for the limited number of 75-minute time slots, you can include an additional speaker in the "75-minute Justification" box, in the description step of the online form.

Individuals who are employed by an **"Ineligible Company"** as defined by the Accreditation Council for Continuing Medical Education (ACCME) are prohibited from participating in CME activity. If there is a compelling reason why a speaker from a company is needed to fulfill the objectives of the session, please contact ***professionaldevelopment@aabb.org*** in advance of the close of the submission period for consideration.

Final acceptance notifications will be sent in May. During the final acceptance period, the AMEC may ask the Program Chairs to make additional changes to their session as a condition of acceptance. It is incumbent on the Program Chair to ensure that all speakers' participation is confirmed before any sessions are accepted entirely.

You must provide the following information for each person in your session:

- **Name**
- **Position**
- **Email Address**
- **Phone Number**
- **Credentials**
- **Speaker disclosures**
- **Organization/ Affiliation** (name and address)*

* *Please include all known affiliations of each speaker*

Disclosures

In accordance with the Accreditation Council for Continuing Medical Education (ACCME) policy, anyone who is in a position to control the content of an educational activity must complete a disclosure statement upon the initiation of an education session proposal. Program Chairs will be asked to complete a financial disclosure form during the submission process for themselves and their speakers. As noted in the People section of this document, individuals who are employed by an ACCME "Ineligible Company," are prohibited from being involved in the planning of continuing education activities (as a submitted, program chair, or speaker). Instead, we encourage employees of commercial companies to submit a **Session Topic Idea**. Once proposals have been preliminary accepted, disclosures will be reviewed. If it is determined that a speaker is an employee of an ACCME defined "Ineligible Company" or has a conflict of interest that cannot be mitigated, it might be necessary to identify an alternate speaker. In the rare occasion that the AMEC deems that a speaker, who is an employee of an Ineligible Company, is necessary to fulfill the objectives of the session, then CME (continuing medical education for physicians) credit will be removed from that session. In most cases, however, continuing education (CE) for non-physicians' credit will still be available for non-physicians despite the removal of CME.

Grant of License

To Record and Reproduce Presentation

By agreeing to serve as faculty at the AABB Annual Meeting, you grant AABB the non-exclusive right to publish and/or reproduce the presentation content and/or the author's printed handout material, in printed hard copy, electronic multimedia and/or web-based media. Additionally, you grant AABB permission to record your presentation and use your name and likeness in promotion of the meeting and the post-meeting recordings. Such recordings may be made available for purchase for individuals who were not able to attend the AABB Annual Meeting and/or for use in future educational programs of AABB.

Warranty of Ownership

By agreeing to serve as faculty at the AABB Annual Meeting, you warrant that all materials used in the presentation or distributed to attendees are your intellectual property or you have permission for the use and the right to license to AABB.

Program Chair Responsibilities

The Program Chair directs the strategy and content of the proposed session, selects speakers, and serves as moderator during the meeting.

Key responsibilities of the Program Chair include:

Education Session Proposals Submission

- Review the Education Session Submission Guide.
- Submit the educational proposal by completing the online submission.
- Final notifications will sent in May, at which time Program Chairs will be asked to confirm all speakers. Speakers will be asked to validate their contact information and disclosures/conflict of interest. The Program Chair will be responsible for ensuring that all speakers complete this information by the deadlines. If deadlines are not met, the committee may opt to accept an alternate program. ***Note: Requests for speakers from the FDA are handled through an established protocol between AABB and the FDA. Please contact AABB at professionaldevelopment@aabb.org to request an FDA speaker.***
- Review the AABB Faculty Travel and Registration document, available here and on the online submission site and ensure that any approved speakers have reviewed and understand this policy. All Travel Allowance requests must be requested in the submission form.
- Register for the meeting. Eligible complimentary registration fees will be discounted accordingly at the conclusion of the registration process (one day complimentary registration for each faculty member, regardless of the number of roles or days speaking).
- Review the AABB Basic ACCME Compliance Training. ACCME is the governing body that allows AABB to grant continuing medical education credits and has specific requirements about what must and must not be included in educational presentations. If your education session proposal is accepted, you will be notified with instructions of how to access this brief training material.
- Inform AABB (***professionaldevelopment@aabb.org***) of any program, schedule or speaker changes immediately.

Onsite at the Meeting (Live Meeting Instructions)

- All Program Chairs and Speakers are required to check into the Speaker-Ready Room onsite at the meeting at least four hours in advance of the session. Program Chairs are responsible for ensuring that their speakers check-in and upload their presentations within this time frame.
- Ensure that you and your speakers arrive in the session room 15-30 minutes before the session begins.
- Brief speakers on the order of presentations and timing method that you will be using (e.g., five-minute notice signal). Remind your speakers of their time allotment and assist them if necessary. Remind speakers to repeat questions from the audience, for the benefit of all.
- When introducing the session, please read the script, which will be provided to you at the podium.
- Ensure that all speakers include a “active learning” element as outlined in the Active Learning Requirements section.
- Briefly introduce each speaker by their name and affiliation (no more than two minutes introduction in total for all speakers).
- If you need assistance before, during or after your session, please notify the audio-visual technicians in the session room.

Speaker Responsibilities

Speakers at the Annual Meeting will be responsible for providing content at an education session, which is directed by the Program Chair.

Key Responsibilities of Speakers include:

Before the Meeting

- You will be asked by your Program Chair to provide your disclosures as they complete the online proposal submission.
- Final notifications will sent in May, at which time Program Chairs will be asked to confirm all speakers. Speakers will be asked to validate their contact information and validate disclosures/conflict of interest. The Program Chair will be responsible for ensuring that all speakers complete this information by the deadlines. If deadlines are not met, the committee may opt to accept an alternate program. (***Note: Name and credentials will be listed on the annual meeting website and final program exactly as they are entered in the online forms in the speaker management system.***)
- Review the session description, objectives, intended audience and teaching level to ensure that you are aware and agree with the focus of the event content.
- Review the AABB Faculty Travel and Registration document, **available here** and on the online submission site.
- Register for the meeting. Eligible complimentary registration fees will be discounted accordingly at the conclusion of the registration process (one day complimentary registration for each faculty member, regardless of the number of roles or days speaking).
- Review the AABB Basic ACCME Compliance Training. ACCME is the governing body that allows AABB to grant continuing medical education credits and has specific requirements about what must and must not be included in educational presentations. If your education session proposal is accepted, you will be notified with instructions of how to access this brief training material.
- Incorporate active learning elements into your presentation (see Active Learning Requirements section). You will be asked to provide details of how you plan to incorporate when you check in to the Speaker-Ready Room.

Onsite at the Meeting (Live Meeting Instructions)

- All Program Chairs and Speakers are required to check into the Speaker-Ready Room onsite at the meeting at least four hours in advance of the session.
- Please arrive in the session room 15-30 minutes before the session begins and check in with your Program Chair.
- Sit in the front of the room to allow easy access to the podium.
- Speakers are responsible for beginning and ending on time. The Program Chair will provide a cue/sign when you have five minutes remaining.
- Each session room will have a computer where your presentation(s) has been loaded. Changes to PowerPoint presentation are not permitted in the session rooms. Any changes must be done in advance in the Speaker Ready Room.