Northeast Group on Educational Affairs (NEGEA)

2017 Annual Conference

May 4-6, 2017
University of Rochester School of Medicine and Dentistry
Rochester, New York

THRIVING IN ACADEMIC MEDICINE

Call for Abstracts

General Overview

The NEGEA invites abstracts for interactive workshops, short communications, small group discussions, and posters for the 2017 annual conference. Proposals may represent original research (either completed or in progress) or innovations in medical education. Abstracts can focus on any level of medical education (UME preclerkship or clerkship, GME, CME, or a combination).

All abstracts must be submitted online no later than 11:59pm (EST) on November 1, 2016. Proposals should be submitted online at: http://aamcnegea.abstractcentral.com. The submission site will begin accepting submissions in early October.

We recommend that you prepare your proposal in a word processing application and then paste each component into the corresponding online section.

An abstract submission is considered a commitment to attend the meeting and present if accepted. Abstract decisions will be sent to the first author in January 2017. All abstracts will undergo a peer-review process by at least three reviewers. Students, residents, fellows, and new investigators are strongly encouraged to submit their work.

For more information, please contact:

Conference and Host chair: Janine Shapiro, MD (janine_shapiro@urmc.rochester.edu)
Abstract chair: Steven Rougas, MD MS (steven_rougas@brown.edu)
Host co-chair: Sarah Peyre, EdD (Sarah_Peyre@urmc.rochester.edu)
NEGEA chair: Carol Capello, PhD (cfc2002@med.cornell.edu)
Session Types

Workshops

Workshops are 90-minute skill-oriented, interactive sessions which allow participants to take home specific knowledge and skills. Workshops should address topics with a high interest potential and should be interactive with learner engagement > 50% of the allotted time.

Proposals are limited to **5000 characters including spaces and references** (*but excluding title, authors, and institutional affiliations*) and must include the following components:

- Title
- Author(s) and affiliated institutions
- Background: theoretical framework and importance/relevance
- Learning objectives: intended outcomes for participants
- Session outline: specific interactive activities within 90-minute time frame
- References: limited to 3

Proposals will be reviewed using the following criteria:

- Clarity of overall proposal and writing style
- Clarity of learning objectives
- Quality of content
- Appropriateness of session content and format
- Topic timeliness and interest potential

Small Group Discussions

Small group discussions are 45-minute sessions which include a focused presentation followed by exchange between the presenters and the audience. Collaborative discussions that analyze a key theme in medical education are encouraged and may focus on topics such as administrative issues, curriculum, evaluation, assessment, or professional development. Small group discussions should include appropriate time for audience participation.

Proposals are limited to **5000 characters including spaces and references** (*but excluding title, authors, and institutional affiliations*) and must include the following components:

- Title
- Author(s) and affiliated institutions
- Rationale: relevance to medical education
- Learning objectives: intended outcomes for participants
- Session outline: discussion questions within 45-minute time frame
- References: limited to 3
Proposals will be reviewed using the following criteria:
- Clarity of overall proposal and writing style
- Clarity of learning objectives
- Quality of content
- Appropriateness of session content and format
- Topic timeliness and interest potential

**Short Communications and Posters**

The abstract template for short communications and posters are identical. During the online submission process, you will be asked to specify your preferred session type. Though your preference will be noted, it is important to remember that based on room availability at the meeting, you may be assigned to a venue different from what you requested (e.g., poster instead of short communication).

The format for a short communication is a 10-minute oral presentation given by no more than two presenters, followed by a 5-minute question-and-answer period. Session moderators will keep presenters to 15-minutes to ensure all presenters have equal time.

The selection of “Excellence in Medical Education Awards” for short communications and posters will be based on both the quality of the abstract and the presentation.

Proposals are encouraged in either of the following two categories:

**Research in Medical Education**
Includes completed research or evaluation studies with appropriate results/conclusions.

Proposals are limited to 4500 characters including spaces and references (but excluding title, authors, and institutional affiliations) and must include:

- Title
- Author(s) and affiliated institutions
- Background: purpose and significance of study
- Methods
- Results
- Conclusions: including limitations
- References: limited to 3

Proposals will be reviewed using the following criteria:
- Clarity of overall proposal and writing style
- Strength of research methodology
- Reliability and validity of data
- Significance of results
- Soundness and impact of conclusions
- Topic timeliness and interest potential
Innovations in Medical Education
Includes works in progress, new educational strategies, pilot projects, and innovations.

Proposals are limited to 4500 characters including spaces and references (but excluding title, authors, and institutional affiliations) and must include:

- Title
- Author(s) and affiliated institutions
- Purpose of and need for innovation
- Instructional methods and approach: includes materials/resources needed
- Educational outcomes
- Strength of innovation: areas for improvement, generalizability, and contribution to existing literature
- References: limited to 3

Proposals will be reviewed using the following criteria:

- Clarity of overall proposal and writing style
- Clarity of purpose and need for innovation
- Strength of innovation design including methods and materials
- Significance of outcomes
- Soundness of reflective critique
- Topic timeliness and interest potential