Getting Your Work Accepted to the Medical Education Call for Learn Serve Lead

Advice from the Medical Education Program Planning Committee

Webinar Speakers

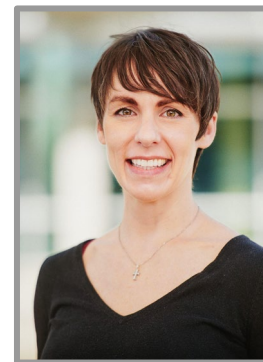## Former and Current Members of the AAMC Learn Serve Lead Medical Education Program Planning Committee

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Webinar Objectives

By the end of this webinar, participants will be able to:

1. Contrast Med Ed submission types for the Learn, Serve, Lead (LSL) meeting.
2. List common pitfalls and quality issues in LSL abstract submissions.
3. Analyze whether abstracts meet LSL review criteria.
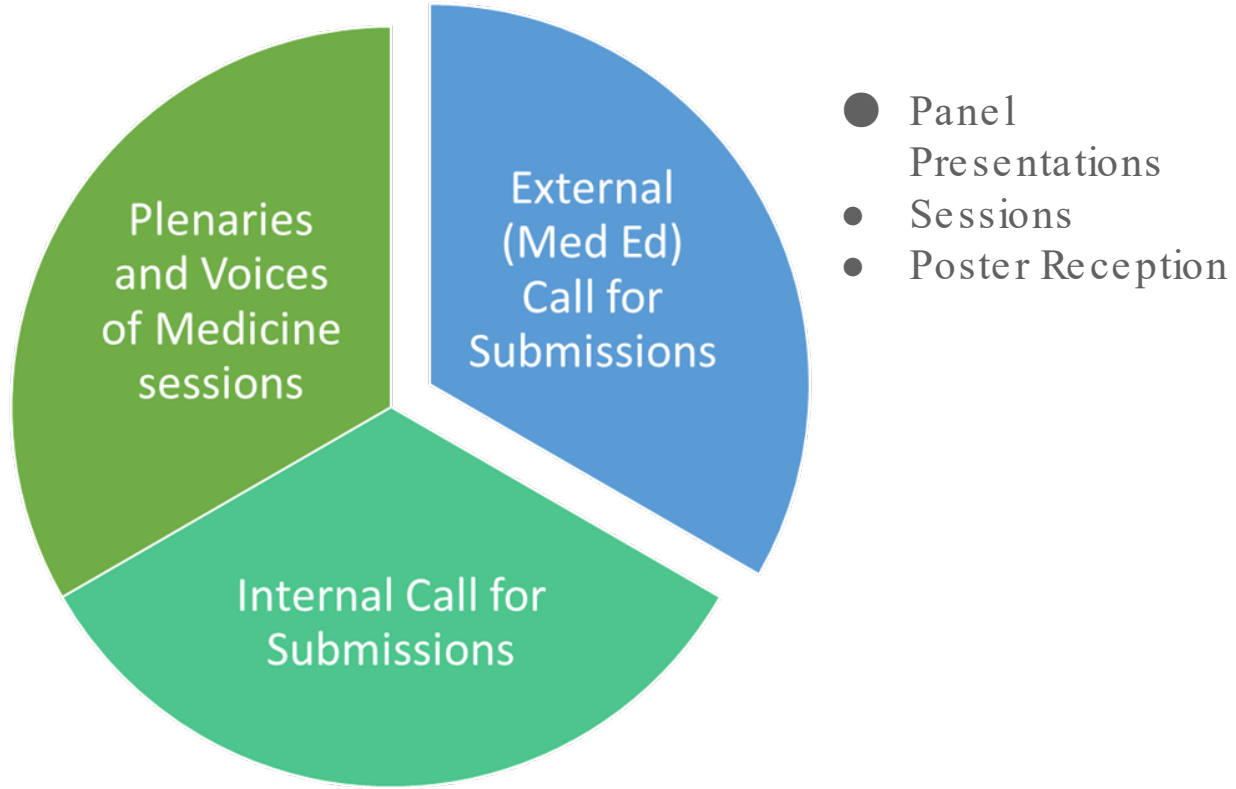4. Suggest methods to make abstract submissions more competitive.

Webinar Overview

- Intro - Submitting to Learn Serve Lead
  - Should I submit to LSL?
  - Which LSL session type should I submit to?
- Review Process
  - What is the Medical Education Planning Committee?
  - How are decisions made about what is accepted?
- Writing a Competitive Abstract
  - Overview of competitive submissions
  - Review of pitfalls by type: Sessions, Innovations, & Research
- Wrap-Up & Resources
- Q&A

Submitting to Learn, Serve, Lead

MedEd at LSL

External (Med Ed) Call for Submissions

Plenaries and Voices of Medicine sessions

Internal Call for Submissions

- Panel Presentations
- Sessions
- Poster Reception

AAMC determines the number of slots available for Med Ed content and where those slots will be in the LSL program

Should I Submit to LSL?

Is my intended audience health professions educators?

- **Yes** → Is my topic "hot" in health profession education?
  - **Yes** → Is my work relevant to multiple schools and/or regions?
    - **Yes** → **Submit to Learn, Serve, Lead**
    - **No** → **Submit to AAMC Regional Conference**
  - **No** → **Submit to conference with narrower scope**
- **No** → **Submit to clinical specialty conference**
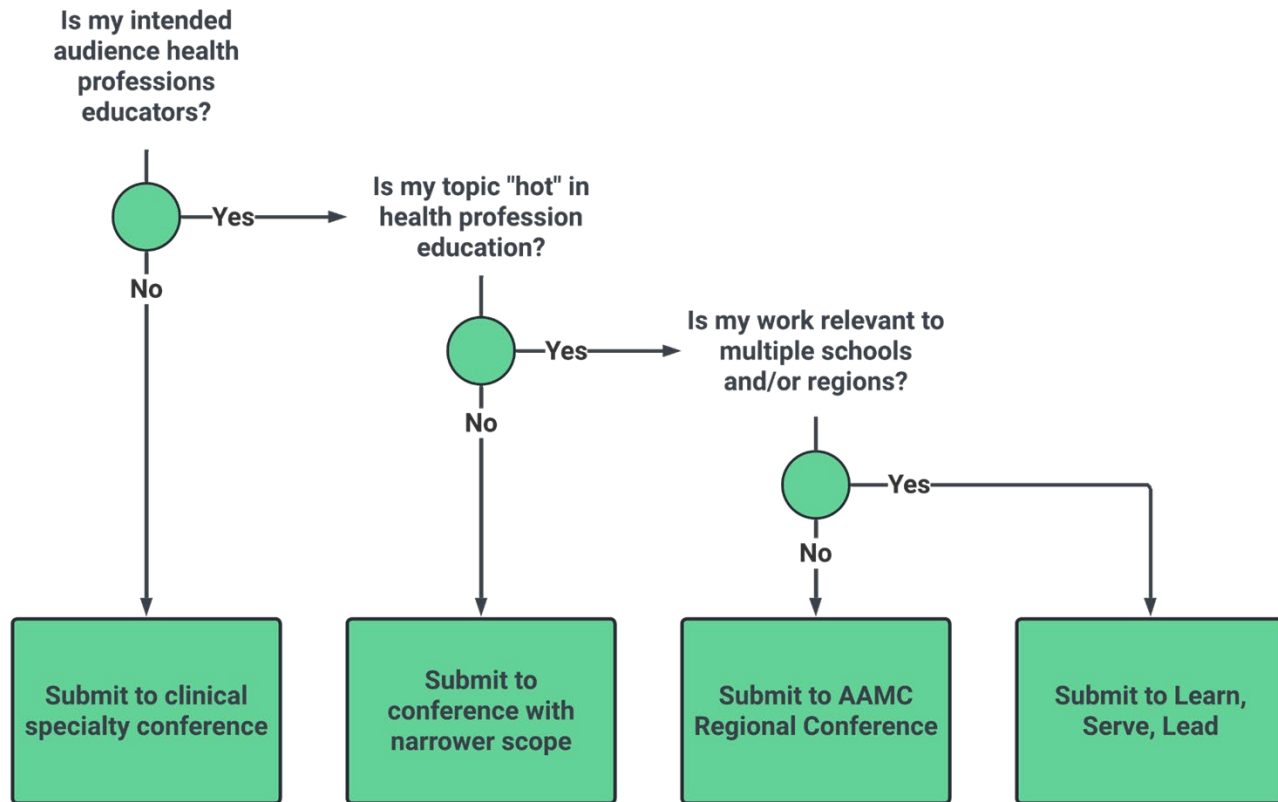
LSL Medical Education Submission Topic Categories:

- Constructing Optimal Learning Environments
- Student Affairs and Services
- Teaching and Learning Pedagogies and Curricula
- Simulation and Technology
- Assessment and Evaluation
- Professional and Leadership Development
- Career Trajectory
- Transition to Residency

Topic category is selected by the author on submission platform

The LSL Medical Education Call has 3 Submission Types

Sessions

Innovations

Research

Workshops   Panels

60-Minute Activities

Oral Sessions   Posters

15-Min. Talk

Selecting an LSL Submission Type

How do I decide if my work should be submitted as a Research Abstract, an Innovation Abstract, or a Session?

Is the project addressing a PROBLEM or NEED for the medical education field?

NO — Your project may not be suitable for conference submission in its current form

For more information on identifying a problem in the field we suggest:

Lingard L. Joining a conversation: the problem/gap/hook heuristic. Perspect Med Educ. 2015 Oct;4(5):252-253

YES → Does the project address the problem/need in a NEW WAY and/or FILL A GAP in current thinking/literature?

NO — Your project may not be suitable for conference submission in its current form

For more information on filling a gap in the field we suggest:

Lingard L. Writing an effective literature review: Part I: Mapping the gap. Perspect Med Educ. 2018 Feb;7(1):47-49.

YES → Have DATA BEEN COLLECTED to determine the effectiveness of the project?

NO — Is the aim to ENGAGE CONFERENCE ATTENDEES in a discussion or application about the project topic?

NO — Your project may not be suitable for conference submission this year

YES — Your project is suitable for a SESSION submission

YES → Is the aim to GENERALIZE FINDINGS from the project to other trainees/programs?

YES — Your project is suitable for a RESEARCH ABSTRACT submission

NO — Your project is suitable for an INNOVATION ABSTRACT submission

Created by: Jorie Colbert-Getz, PhD, MS Anne Zinski, PhD, Gary Beck Dallaghan PhD, on behalf of the AAMC LSL Medical Education Planning Committee

Selecting an LSL Submission Type

Is the project addressing a PROBLEM or NEED for the medical education field?

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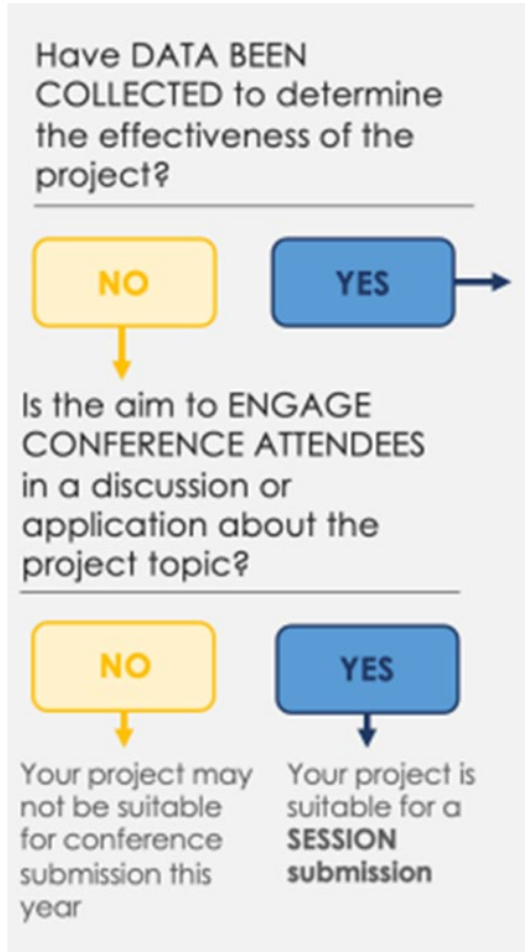
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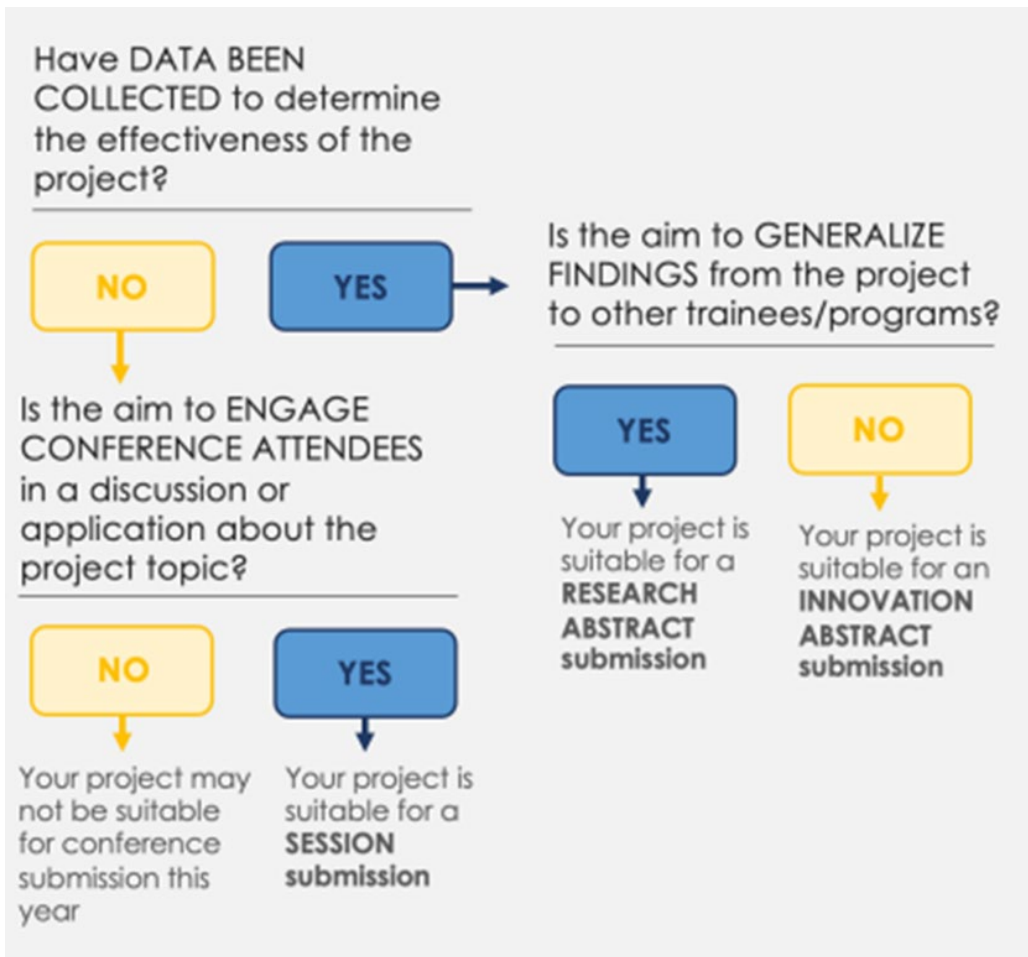
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Selecting an LSL Submission Type

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NO →

YES →

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NO →

YES →

Your project may not be suitable for conference submission this year

Your project is suitable for a **SESSION submission**

Selecting an LSL Submission Type

Have DATA BEEN COLLECTED to determine the effectiveness of the project?

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NO → Your project is suitable for an INNOVATION ABSTRACT submission

Selecting an LSL Submission Type

AAMC LSL SUBMISSION CHECKLIST

	Session	Innovation	Research
Work	Introduces a timely and relevant topic and intended audience interaction to achieve stated goal(s)	Presents new program, project, initiative, or educational experience	Presents findings from empirical investigation, including a completed pilot or subcomponent of larger study
Value	Explains need to examine important issue via prompted discussion or application	Explains need for program based on current evidence	Explains need for research based on current evidence/literature
Purpose Statement	Lists 3-5 clear Learning Objectives	States problem being addressed	Specifies Aims/Hypothesis
Methods	Details session plan/timeline with description of audience engagement	Describes program components and evaluation plan	Describes study design, analysis plan
Relevance/ Significance	Explains how participant interaction and engagement will address issue, benefit attendees and their peers/institutions	Useful for broad educational community	Contributes to evidence-based research or practice, with implications for future of Education
Results	Lists intended outcomes for participants	Shows evidence of effectiveness from completed program evaluation within "lessons learned" (may be preliminary)	Includes results and analyses from a completed project
Next steps	Describes how discussion achieves goal or advances field (e.g. task force formation, teach-back to institution, etc.)	Describes potential for expansion, sets example for scaled implementation and/or application to other institutions/context	Describes how findings impact breadth of knowledge in field, could be replicated or expanded to improve practice
Additional Resources	Examples of session "outcomes" and/or resulting projects, committees, publications	Exemplary innovation resources	AAMC LSL Academic Medicine Supplement

Created by the AAMC LSL Medical Education Planning Committee – Algorithm Work group.

2025 Acceptance Rates of Different Submission Types

Sessions

147 Submitted
Accepted: 12

8%

Innovations

187 Submitted
Accepted: 95

50%

Research

253 Submitted
Accepted: 88

35%

"The Room Where It Happens"
How acceptance decisions are made

Medical Education Program Planning Committee (MEPC)

Committee of medical educators & education leaders who appraise peer reviews and select abstracts for LSL

MEPC Members:

- ☑ Demonstrated educational scholarship
- ☑ Attended and/or presented at previous LSL or regional GEA meetings
- ☑ Experienced reviewers/editors for medical education journals
- ☑ Serve a 3-year term, monthly meetings and ~3 people rotating off each year

https://www.aamc.org/about-us/mission-areas/medical-education/medical-education-program-planning-committee
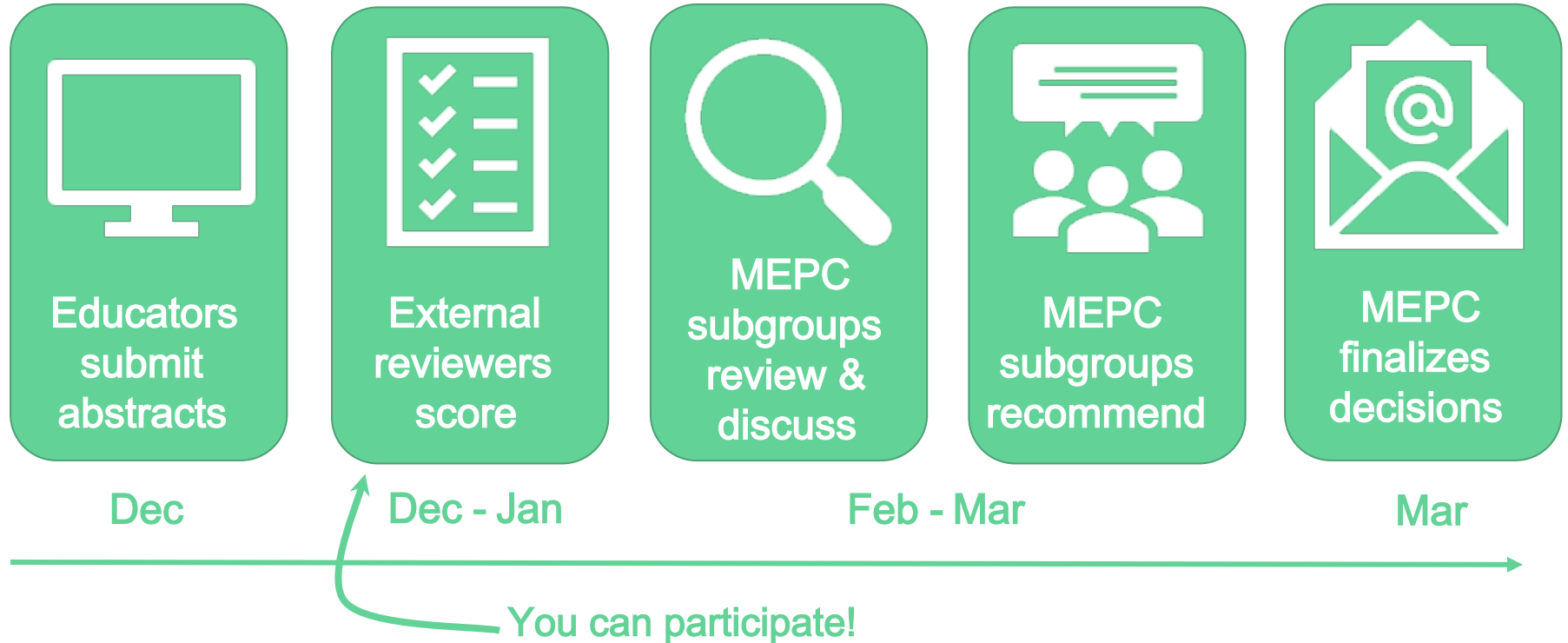
MEPC and Research in Medical Education (RIME)

The RIME Program Planning Committee is distinct from the MEPC and is responsible for the planning, implementation, and evaluation of the RIME component of the AAMC Medical Education Meeting.

When might I submit to RIME instead of the LSL Med Ed Abstract Call?
⇒ High-quality research + completed manuscript

https://www.aamc.org/career-development/affinity-groups/gea/rime-committee

Overview of the LSL Med Ed Abstract Review Process

Educators submit abstracts

External reviewers score

MEPC subgroups review & discuss

MEPC subgroups recommend

MEPC finalizes decisions

Dec

Dec - Jan

Feb - Mar

Mar

You can participate!

How Does the MEPC Review and Select Abstracts?

Divide into abstract submission subgroups

Appraise peer review comments and scores

Select & group accepted abstracts for LSL

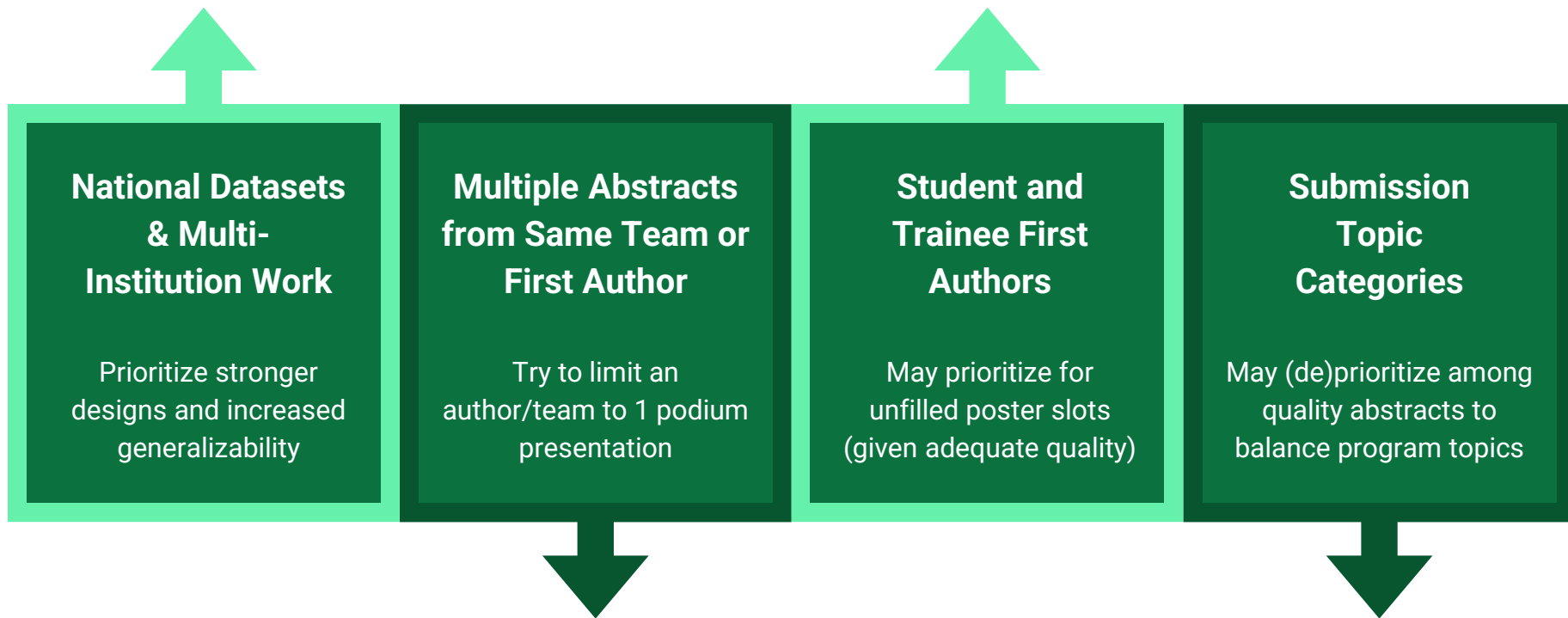☑ Subgroups calibrate to ensure consistency among members in assigning decision

☑ External peer review influences accept/reject decisions but scores are corroborated by MEPC

☑ Discrepancies and edge -cases are decided by committee consensus

Other Considerations for Acceptance & Format

National Datasets & Multi-Institution Work

Prioritize stronger designs and increased generalizability

Multiple Abstracts from Same Team or First Author

Try to limit an author/team to 1 podium presentation

Student and Trainee First Authors

May prioritize for unfilled poster slots (given adequate quality)

Submission Topic Categories

May (de)prioritize among quality abstracts to balance program topics

Acceptance & Format Also Depends on Overall Venue Space

60-Minute Conference Block

60-Minute Poster Reception

Oral Sessions will have:
- Broader appeal
- More timeliness
- Stronger designs
- Higher scores

1 Session Presentation each

3 -5 Innovation or Research Oral Presentations each

~120 Innovation & Research Presentations

Writing a Competitive Submission & Common Abstract Pitfalls

Overview: Writing a Competitive Submission

For each submission type: Sessions, Innovations and Research:

- Highlight what is prioritized by MEPC
- List unique abstract components
- Provide 2025 stats
- Itemize "must-haves"
- Illustrate common submission pitfalls: annotated abstracts (in webinar resource folder)

LSL 2026 Call for Sessions on Medical Education:

Sessions on Medical Education examine important issues in medical education from a variety of perspectives through workshops, panels, and other full-session activities. <u>They engage diverse voices and prioritize discussion</u> . Session proposals present a detailed plan for the session including objectives, a timeline of session components, and speakers. Sessions on Medical Education submissions should describe how the session will <u>generate rich dialogue</u> from multiple perspectives and <u>involve both presenters and attendees</u> . Interprofessional / interdisciplinary collaborations are eligible. Submissions, including <u>presenters from multiple institutions, are preferred</u> . Sessions will be 60-minutes in length.

LSL 2026 Sessions Review Criteria for External Reviewers:

Preference will be given to submissions representing multi-institutional collaboration.

- <u>Topic of Importance</u> : Topic is relevant and timely for a national/ international audience
- <u>Appropriate Objectives</u> : Learning objectives are both achievable and desirable
- <u>Plan to Promote Discussion</u> : The session plan is clearly described and has a high probability of generating a rich discussion of the issues presented
- <u>Session Outcomes</u>: Explains how participant interaction and engagement will achieve session goal (i.e. Committee/task force formation, teach-back to institution, etc.)

What is Considered or Prioritized?

2025
12 sessions

Abstract Components:
Description of Topic: Introduce the issue to be discussed. State why it is timely and important topic to a national/international audience
Learning Objectives: List 3 – 5 learning objectives of the session that are clearly written and achievable
Session Plan: Describe the session plan in detail, with specific attention to how the audience will be engaged through discussion

Must Haves

| What is timely or important (nationally) | Prioritize dialogue and audience engagement, from a variety of perspectives | Thorough session plan, with detailed timeline | Sessions participants provided take - home resources |

Common Submission Pitfalls

What is timely or important (nationally)	Prioritize dialogue and audience engagement, from a variety of perspectives	Thorough session plan, with detailed timeline	Sessions participants provided take - home resources
Missing, unclear, only locally new; not timely	Focus on objectives achieved through presenter didactics, instead of interactive small group activities	Vague session plan with no detailed timeline provided	No mention of take-home resources in proposal

LSL 2026 Call for Research Abstracts:

A Research Abstract reports a completed empirical investigation or theoretical exploration that contributes to medical education research and practice. Abstracts will be presented in one of two formats: oral or poster. The presentation format will be determined by the program planning committee based on thematic content of the abstracts.

LSL 2026 Research Abstract Review Criteria for External Reviewers:

- <u>Topic of Importance</u> : Topic is relevant and timely for a national/international audience
- <u>Approach/Methods</u> : The authors effectively explain a rigorous approach/method that addresses the problem identified
- <u>Discussion/Interpretation</u> : Results or outcomes are presented in a clear manner and are grounded in the literature
- <u>Significance</u> : The authors provide evidence that the findings have implications for now or the future
- Submissions describing <u>completed projects</u> will be given preference

What is Considered or Prioritized?

2025
23 Oral
65 Posters

Abstract Components:
Purpose: What problems or issues have you identified and addressed?
Intervention Description: What did you do?
Results/Outcomes: What did you find?
Discussion/Interpretation: What did you discover as a result of your efforts?
Significance: What implications do these lessons hold now or for the future?

Must Haves

| Relevant & timely topic for national / international audiences | Rigorous design and methods | Clear results (completed project), grounded in literature | Current or future implications of findings |

Common Submission Pitfalls

Relevant & timely topic for national / international audiences	Rigorous design and methods	Clear results (completed project), grounded in literature	Current or future implications of findings

Locally important; not of national relevance; doesn't move the field forward	Unclear research question; no conceptual or theoretical framework; no design statement;	Research isn't complete; Results aren't reported or are stated generally	Conclusions overstated; no implications for field

LSL 2026 Call for Innovation Abstracts:

An Innovation Abstract is a report on a new to the broad audience, program, project, or educational experience that provides valuable lessons and insights worth sharing with the full medical education community. Abstracts should articulate why the innovation is timely and generalizable to a national (rather than local) audience. Abstracts must contain some evidence of effectiveness from a program evaluation to be eligible for consideration.

Your abstract may be considered for a poster, a traditional abstract presentation (10–12-minute presentation), or for a short ignite -style presentation (5-minute presentation).

LSL 2026 Innovation Abstract Review Criteria for External Reviewers:

- <u>Topic of Importance</u> : Submission is Innovative and timely for a national/international audience
- <u>Approach</u> : The authors effectively explain a clear and appropriate approach that is innovative and aims to solve the problem identified; includes description of evaluation plan
- <u>Interpretation</u> : The authors present results or outcomes in a clear manner
- <u>Significance</u> : The authors provide compelling evidence that the findings have implications for current or future practice
- Submissions describing <u>transferability of the innovation</u> to other contexts will be expected

What is Considered or Prioritized?

2025
32 Oral
63 Posters

Abstract Components:
Purpose: What problems or issues have you identified and addressed?
Intervention Description: What did you do? Why is it innovative?
Outcomes/Findings: What did you find?
Lessons Learned: What implications do these lessons hold for now or the future?

Must Haves

| What was new or novel (nationally) | Detail how innovation implemented | Evaluation outcomes show some effectiveness | Reflective critique |

Common Submission Pitfalls

What was new or novel (nationally)	Detail how innovation implemented	Evaluation outcomes show some effectiveness	Reflective critique
Missing, unclear, only locally new; not timely	Focus on evaluation methods over innovation description	No details or meaningful implication for practice	No insight about innovation or transferability

Wrap-up & Resources To-Go

This webinar focused on **how to communicate effectively** about your work in a conference submission.

Both **writing quality** **and** **project rigor** influence reviewer scores and committee evaluation.

How you describe your work and its limitations – which all works have – may be **the difference between acceptance and rejection** .

Please share these resources with your colleagues!

In our resources folder:

Sample LSL Abstracts Annotated by MEPC Members

PDF of the Webinar Slides

Abstract Session Type Algorithm

High-Yield Articles & Scholarly Publishing Resources

bit.ly /LSLabstract

LSL 2026

Learn Serve Lead 2026: Medical Education Call

November 6 – 10, 2026 (Friday – Tuesday)
Anaheim, California

Abstracts due by: December 1, 11:59pm PT

www.aamc.org/about-us/mission-areas/medical-education/scholarship-submissions

Questions? Contact: educationalaffairs@aamc.org

Want More Insight? Become a Reviewer for LSL

2026 Learn Serve Lead Medical Education Call for Abstract Reviewers

Review period: Dec. 3, 2025 - Jan. 6, 2026

Complete this form (QR code) by **October 1**

https://forms.office.com/r/aUJ8wRuQLG
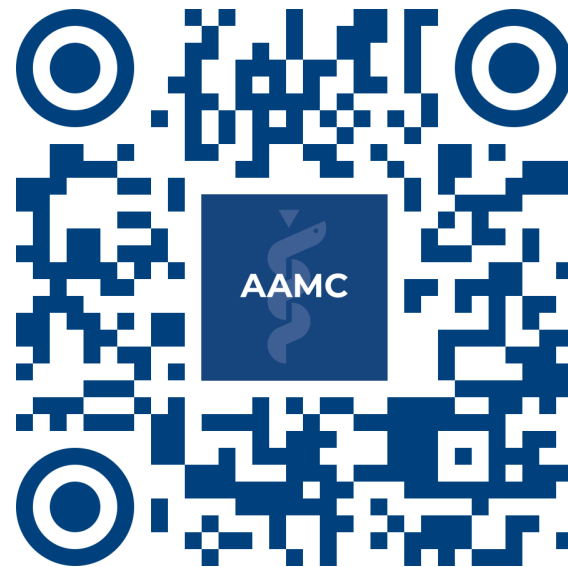
Acknowledgements - Thank you!

Audience Questions

Additional Questions? Contact:
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bit.ly /LSLabstract

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