

**Annual Conference 2011  
Call for Papers  
Pre-Conference Workshop Requirements**

**This document provides instructions on how to complete an online submission for the 2011 Annual Spring Conference. Included are the general instructions, copies of the online forms and review criteria for the category.**

Description: Select, high quality, interactive sessions that require more time than the regular conference format allows. Space is very limited. STFM will charge a registration fee to help cover the costs of materials, audio/visual equipment, room rental, administration, and refreshments.

Requirements: A 125-word abstract and a proposal organized as follows:

- a) Objectives stated behaviorally as expected participant outcomes,
- b) rationale making clear the importance of the subject,
- c) description of the content to be presented,
- d) means by which participants will be actively engaged, and
- e) an outline of the session, including time allotted and primary presenter for each segment.

Time: 4-8 hours

STFM will charge an appropriate registration fee for preconference workshops to help cover room rental, audio-visual, internet, administrative and refreshment costs.

**This is an example only.** Read through this file to see what information you must provide when submitting your presentation on-line.

If you have any questions, please contact Ray Rosetta, 1-800-274-7928, ext 5412, or email [rosetta@stfm.org](mailto:rosetta@stfm.org).

The first several web pages that you fill in are the same for all submission categories. When using the online submission application, please remember the following:

1. If the lead presenter is NOT a current STFM member, there will be a \$25 charge for submitting to the conference. This fee covers the administrative costs of processing the submission and maintaining our online submission program. STFM members may submit to the conference for free.
2. Each screen of the online submission process must be completed within 20 minutes of loading that web page. If you do not complete entering your data for that page within 20 minutes, you may "time out." If you time out, you will have to start over.
3. You will need to know the full name, mailing address, phone number, and email for each additional presenter or author. If the additional presenter is a member of STFM our system will pre-fill-in his/her information for you.

4. You will need to know a brief biographical sketch for the main presenter. The bio sketch includes: Degree Granting Institution; Residency/Fellowship; Licensure/Certification (e.g. Social Worker, Psychologist); State/Province where licensed.
5. Titles may be a maximum of 15 words and 255 characters (including spaces). Abstracts may be a maximum of 125 words. Please note that some words that contain a hyphen or apostrophe will be counted as two words. There is an 5,000 character limit (including spaces, roughly 800 words) for each multi-line field in the detailed proposal portion of the submission.
6. STFM recommends you copy and paste your abstract and other lengthy information from another program such as Microsoft Word. If you do copy and paste, remember that formatting commands (table, bold, paragraph indent, auto numbering, etc) and symbols (for example <sup>TM</sup> Σ ≤) are not transferred. The best approach is to save your information as plain text, edit it for appearance and then copy and paste the plain text into our online submission fields.
7. After you completed all the fields on these web pages, STFM will send a confirmation email to the email address provided for the principal presenter. If the principal presenter does NOT receive a confirming email within 24 hours, STFM has NOT successfully recorded the submission. If the principal presenter does NOT receive a confirming email, please contact Ray Rosetta.
8. Check your input carefully. We do not modify, edit, spell check or otherwise change your input prior to sending your submission to our reviewers. If you notice something significant that must be changed after you have completed the submission process, please contact Ray Rosetta.
9. As part of the submission process, you will complete our online presenter disclosure form. If your submission is accepted, we will contact your additional presenters to have them also complete the online presenter disclosure form.
10. All presenters should be available to present during all dates of the conference.
11. Submissions must be entered on-line at [www.stfm.org](http://www.stfm.org) no later than September 13, 2010.
12. Presenters are limited to a maximum of three submissions to increase the number of individuals able to participate in the conference. Do not submit the same proposal for different session formats.
13. Each submission will be reviewed by members of the Program Committee using the following criteria:
  - Importance to family medicine education
  - Clarity and Organization
  - Interactive Format
  - Presenters Credentials

- Probable Audience Appeal
- Participant Outcome
- Relevance to the Patient-centered Medical Home

14. Proposals should use language that is listener sensitive, including gender neutral terms and avoidance of expressions that degrade participants and/or patients and families.

15. All presenters will be required to register for the conference and pay the applicable registration fee. Please advise co-presenters of this policy.

16. One meeting room will be provided for each presentation.



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### 44th STFM Annual Spring Conference Category: Pre-Conference Workshop

Below is your personal information retrieved from our database. If any of this information is incorrect, please provide valid information.

#### Lead Presenter Information

(All correspondence will go to the lead presenter.)

**\*\*If your institution is not listed, please enter the correct name in the Program/Department text box.**

**Please provide the following information. Required items are marked with an asterisk\*.**

**In what order should this person's name be listed in the *Family Medicine* conference supplement issue?\*** ([Why Do We Need This?](#))

First Name:\*

Middle Initial:

Last Name:\*

Name Suffix:

Degree (no periods, eg MD):\*

State Where You Work:

Company/Institution:

*\*\*If your Company/Institution is not in this list, please enter the correct name*

*in the Program/Department box below.*

Program/Department:

Street:\*

City:\*

State:\*

Zip:\*

Country:\*

Phone (999-999-9999):\*

Fax (999-999-9999):

E-mail:\*

Have you submitted to this conference before?

Presenter Status:\*

Presenter Bio Sketch:\*

*Max 125 words*

*Include Degree Granting Institution;*

*Residency/Fellowship;*

*Licensure/Certification*

*(eg Social Worker, Psychologist);*

*State/Province where licensed*

**Are there additional presenters or authors?**

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**44th STFM Annual Spring Conference  
Category: Pre-Conference Workshop**

### Submission Information

Title of   
Presentation:

*(Maximum of 15 words and 255 characters, including spaces)*

**STFM will provide the following audio-visual equipment for each presentation (not including poster or breakfast presentations).**

1. Laptop computer with Microsoft Office 2007 (includes a DVD drive)
2. Data projector
3. Projection Package (includes screen, projection cart and extension cord)

**NOTE:** If you have a video (VHS format), please plan to convert your presentation materials to DVD format. If you have 35-mm slides, please plan to convert your presentation materials to a PowerPoint presentation. If you have any questions or need additional information, please contact Ray Rosetta at STFM, 800-274-7928, ext. 5412, [rosetta@stfm.org](mailto:rosetta@stfm.org).

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# STFM Conference Submission

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**44th STFM Annual Spring Conference**  
**Category: Pre-Conference Workshop**

## Abstract Information

**Abstract:** (Maximum of 125 words)

You may cut and paste this information from any text document.  
For instructions on how to cut and paste, [click here](#).

*NOTE: Brand names of specific products cannot be used in presentation titles/abstracts. Substitute with generic references where needed.*

## Optional information if applicable

Should the attendance at this presentation be limited, what is the maximum number?

How long has this project or activity been in place?

Has this project or activity been evaluated?

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## STFM Conference Submission

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### 44th STFM Annual Spring Conference Category: Pre-Conference Workshop

**This conference requires that you match your submission to topics.**

**To assist the STFM Program Committee in determining and providing adequate coverage of information at the STFM Annual Spring Conference, please select a maximum of 3 of the following topic areas that relate most to your presentation.**

#### CLINICAL

<input type="checkbox"/>	Adolescent Medicine
<input type="checkbox"/>	Behavioral Science
<input type="checkbox"/>	Chronic Illness
<input type="checkbox"/>	Community Medicine/COPC/Advocacy
<input type="checkbox"/>	Cross-cultural Issues
<input type="checkbox"/>	Death and Dying
<input type="checkbox"/>	Decision Making/Clinical
<input type="checkbox"/>	Dermatology
<input type="checkbox"/>	Disaster Medicine
<input type="checkbox"/>	Doctor-Patient Relationship
<input type="checkbox"/>	Ethics
<input type="checkbox"/>	Evidence-based Medicine/Informatics
<input type="checkbox"/>	Family Systems
<input type="checkbox"/>	Gay/Lesbian/Transexual Issues
<input type="checkbox"/>	Gender Issues
<input type="checkbox"/>	Geriatrics
<input type="checkbox"/>	HIV/AIDS
<input type="checkbox"/>	Home Visits/Nursing Home
<input type="checkbox"/>	Humanities
<input type="checkbox"/>	Inpatient Education
<input type="checkbox"/>	Integrative/Complementary/Alternative Medicine
<input type="checkbox"/>	International Issues
<input type="checkbox"/>	Leadership Development for Residents
<input type="checkbox"/>	Medical Errors
<input type="checkbox"/>	Medications

#### TEACHING

<input type="checkbox"/>	Adolescent Medicine
<input type="checkbox"/>	Behavioral Medicine
<input type="checkbox"/>	Chronic Illness
<input type="checkbox"/>	Community Medicine/COPC/Advocacy
<input type="checkbox"/>	Cross-cultural Issues
<input type="checkbox"/>	Death and Dying
<input type="checkbox"/>	Decision Making/Clinical
<input type="checkbox"/>	Dermatology
<input type="checkbox"/>	Disaster Medicine
<input type="checkbox"/>	Doctor-Patient Relationship
<input type="checkbox"/>	Ethics
<input type="checkbox"/>	Evidence-based Medicine/Informatics
<input type="checkbox"/>	Family Systems
<input type="checkbox"/>	Gay/Lesbian/Transexual Issues
<input type="checkbox"/>	Gender Issues
<input type="checkbox"/>	Geriatrics
<input type="checkbox"/>	HIV/AIDS
<input type="checkbox"/>	Home Visits/Nursing Home
<input type="checkbox"/>	Humanities
<input type="checkbox"/>	Inpatient Education
<input type="checkbox"/>	Integrative/Complementary/Alternative Medicine
<input type="checkbox"/>	International Issues
<input type="checkbox"/>	Leadership Development for Residents
<input type="checkbox"/>	Medical Errors
<input type="checkbox"/>	Medications

- Men's Health
- Minority Issues
- Nutrition
- Orientation to Residency
- Patient Education
- Perinatal Care
- Practice Management
- Practice-based Improvement (CQI)
- Preventive Health/Public Education
- Procedures
- Reproductive Health
- Research Methods
- Rural Medicine
- Sexuality
- Spirituality
- Sports Medicine
- Substance Abuse
- Teaching Skills for Residents
- Underserved Care
- Violence
- Well-being
- Women's Health

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- Underserved Care
- Violence
- Well-being
- Women's Health

## FACULTY AND PROGRAM ISSUES

### Administration/Leadership Skills

- Budget Development/Management
- Career Planning/Promotion
- Evaluation of Faculty/Staff
- Faculty Recruitment/Retention
- Funding (eg, Title VII)
- Impaired/Difficult Learners
- Leadership Skills
- Managed Care
- Program Evaluation
- Residency Program Administration
- Strategic Planning/Program Design
- Student Recruitment/Match Issues
- Team Building
- Time Management

## RESEARCH SKILLS

### Teaching/Evaluation

- Advising and Mentoring
- Community Preceptor Training
- Competency Assessment (ACGME, Procedures)

## Use of Technology

- Electronic Medical Records
- PDA/Handhelds
- Web Use/Internet

## RESEARCH TOPICS

### Teaching/Evaluation

- Advising and Mentoring
- Community Preceptor Training
- Competency Assessment (ACGME, procedures)
- Curriculum Development
- Evaluation Skills/Giving Feedback
- Teaching Skills (eg, lecturing, small groups)

- Curriculum Development
- Evaluation Skills/Giving Feedback

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### Written Communication

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- Grant Writing/Reviewing
- Writing a Successful Submission
- Writing for Publication/Presentation

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# STFM Conference Submission

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## 44th STFM Annual Spring Conference Category: Pre-Conference Workshop

[Important information about copying and pasting.](#)

### Proposal Information

*Please note there is a limit of 5,000 characters (including spaces) for each input field below.*  
This category requires a proposal. Please fill out the following form:

List up to three objectives stated behaviorally as expected participant outcomes (e.g. "participants will...")

Maximum of 5000 characters

0 / 5000 Max Chars

Rationale (importance of the subject)

Maximum of 5000 characters

0 / 5000 Max Chars

Session content and how participants will be involved

Maximum of 5000 characters

0 / 5000 Max Chars

Provide a session outline, including the time for each element, and identify the primary presenter for each segment.

Maximum of 5000 characters

0 / 5000 Max Chars

**Click on the Complete Disclosure button to go to the on-line disclosure form. All**

**presenters are required to complete a disclosure form. Your submission will not be processed if you do not complete the disclosure form.**

Complete Disclosure (Click ONLY ONCE)

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## Submission Example

Title: Fun with procedures! Learn how to effectively teach procedures in your practice.

Abstract: Do you expertly perform procedures in your practice, but wonder how to translate your success into effective teaching of residents? Did you learn procedures in residency and want to perform them in your practice? Do you want to learn basic procedures? In this pre-conference modeled after the ALSO instructor course, participants will teach and learn a choice of four procedures—subclavian line placement, vasectomy, endometrial biopsy and excisional biopsy. Teaching methods to be demonstrated will include small group discussion, debate, and hands-on practice. We will begin with a 2 hour session on techniques for teaching procedures, and follow with a 3 hour session with hands-on practice and teaching. The pre-conference is sponsored by the STFM Group on Hospital Medicine and Procedural Training.

List up to three objectives stated behaviorally as expected participant outcomes (e.g. "participants will...")

1. Each participant will select one procedure from our menu of four (subclavian line placement, vasectomy, endometrial biopsy, and excisional biopsy) by grouping themselves with other like-minded participants.
2. Participants will select one of eight teaching formats: lecture, small group discussion, psychomotor practicum, role play, brainstorm, large group presentation, debate, and feedback methods.
3. Participants will have opportunity to teach and experience the teaching techniques, and receive practice in the procedures. See the outline for more information.

Rationale (importance of the subject)

There is debate inside and outside our specialty about the role of procedures in a family medicine. The FFM project concluded: "In this new medical home, patients receive a basket of ... medical care services that are accessible, ... enhance diagnosis and treatment for a large portion of problems that people bring to their family physicians." Procedural interventions will be an important part of this "basket". The AAFP position paper on procedures states: "Family medicine residencies should strive to teach all residents all procedures within the scope of family medicine. ... Family physician faculty should teach these procedures." The STFM Group on Hospital Medicine and Procedural Training has established itself as the voice of hospitalists and proceduralists within STFM, and one of our goals is to promote teaching of procedures. Family physicians typically provide a wide variety of procedures including: Minor office surgery Laceration repair Fracture management Skin biopsy and excision Cryotherapy of skin lesions Pap smear Endometrial biopsy Flexible sigmoidoscopy EKG Exercise stress testing Pulmonary function testing Audiology IUD insertion Vasectomy But how do we ensure that residents learn procedures that are beneficial to patients and are both financially and personally rewarding? It is difficult for residents to learn procedures if their family medicine preceptors do not teach them. Our goal is to provide faculty with a template to use to effectively teach procedures.

Session content and how participants will be involved

Session content and how the participants will be involved: This workshop will train faculty in the process of teaching procedures. We believe in hands on learning and have adopted a train the trainer perspective that models the successes of the ALSO course and the work of Yvonne Steinert in Montreal. Participants will use lecture, small group discussion, debate, mentored small group experiences, and role playing to teach the strengths and weaknesses of each teaching type as applied to procedures. We will also use debate and multivoting to assist faculty in the process of curricular change to improve procedural teaching. We have assembled a group of instructors expert in teaching procedures to use as mentors. These mentors, using carefully prepared materials, will guide participants in learning how to teach the procedures. This train the trainer model is based on the ALSO course model of selecting individuals currently performing maternity care procedures in their practice to become ALSO instructors. Clearly defined teaching and technique manuals will assist their development as competent proceduralist faculty. Participants who just want to learn a new procedure may participate as students but will not be assigned psychomotor teaching. This will provide an opportunity for all to participate in a layered approach to teaching, with the most experienced faculty acting as mentors, less experienced faculty with procedural skills acting as mentored instructors and faculty without procedure competency able to participate by learning a new procedure. This session could be presented during the regular conference. However, its 5 hour length would preclude many from attending. In discussing this with Ray Rosetta and Sam Cullison they felt that a preconference would be a more appropriate venue. If the reviewers feel that it should fit into the regular conference we are willing to accommodate.

Provide a session outline, including the time for each element.

We anticipate an afternoon session lasting approximately 5 hours starting at 12:30 and ending at 5:30 PM. This way the schedule allows participants and instructors to travel the morning of the session. First session 5 minutes—Dr. Pollard Welcome, workshop overview, and instructions. 10 minutes—Dr. Pollard, Dr. Forman Selection of station, procedure and teaching method Each participant will select one procedure from our menu of four (subclavian line placement, vasectomy, endometrial biopsy, and excisional biopsy) by grouping themselves with other like-minded participants. Within the groups each participant will select a teaching method to practice on the others in the group. After balancing the participants by procedure and method at the conclusion of the selection process, participants will pick up the packets for their particular teaching method and form groups by teaching method. For example, all the people learning the lecture technique will get together in one group to review the materials and have time for personal preparation. 30 minutes—all faculty Preparation with coaching, small group mentoring Participants will select one of eight teaching formats: lecture, small group discussion, psychomotor practicum, role play, brainstorm, large group presentation, debate, and feedback methods. To save time, not all the methods will be fully used in teaching, but all techniques will be reviewed in this session. Each teaching method will be outlined below. The last 3 minutes of this session people will get back into their procedure groups. 10 minutes—all faculty Drs Kumar and Ellert will mentor subclavian lines Drs Prine and Sicilia will mentor endometrial biopsy. Drs Andazola and Gebhard will mentor excisional biopsy Drs. Garvin and Patterson will mentor vasectomy. Instruction module one: Indications, contraindications, and preparation. Format: Lecture Participants will be given a structured set of points to emphasize and a limited number of slides. They will also receive guidelines for a good

lecture. They will practice the lecture on the group. Participants do not have to bring laptops as the slides will be printed out on paper. 10 minutes Structured feedback from "students" 10 minutes Feedback from mentors 20 minutes Instruction module two: Small group discussion Participants will be supplied with materials for their groups describing the technique for their procedure, instruction in small group facilitation and goals for the small group. The object of the discussion will be to familiarize the participants with the procedure, identify obstacles and solutions for the psychomotor practicum to follow. Lead participants will function as facilitators with mentoring from workshop faculty. 10 minutes Structured feedback from "students" 10 minutes Feedback from mentors Total time first session 115 minutes BREAK 20 minutes Second session 30 minutes Practice session three: Practice technique Format: Psychomotor practicum Participants will be given instructions for preparing their students, materials covering the process of individual mentoring and goals for the exercise. They will function as facilitators for the psychomotor practice of other participants with mentoring and modeling of workshop faculty. 10 minutes Structured feedback from "students" 10 minutes Feedback from mentors 10 minutes Practice session four: Post procedure follow up Format: Role play Participants will be tasked with facilitating a role play between themselves and a passive student acting as patient. They will receive instructional materials for the patient, materials about role play. They will role play giving instructions for pre-op consent and post-op follow up for their group. 10 minutes Structured feedback from "students" 10 minutes Feedback from mentors 20 minutes Practice session five: Minimum requirements for teachers of procedures Format: Large group presentation and discussion One of the participants who chose large group discussion will lead this. Participants will have received and prepared materials on facilitating large groups and the technique of multivoting. Following a brief presentation of ethical priorities in teaching procedures by workshop faculty, the participant will lead the large group in summarizing issues and in multivoting to prioritize them. BREAK 15 minutes 20 minutes Practice session six: Scheduling procedures in residency training Format: Debate Participants will be provided position papers and talking points. They will receive basic instruction in debating technique and be given the opportunity to deliver and defend their positions in a formal debate format. 20 minutes Practice session seven: Brainstorm alternate methods for teaching procedures Format: Brainstorm Participants will receive brief instruction in the role of brainstorming, facilitating the process and effective use of audio-visual tools in this context. They will then lead their small group in exploring alternative teaching methods and will use multivoting to assess the strengths and weaknesses of each idea in the large group. 10 minutes—Drs Pollard and Forman Report brainstorm results to large group 10 minutes—Drs. Pollard and Forman Wrap-up and evaluation. Total time for second session: 200 minutes including break Total time for workshop: 300 minutes including breaks. (5 hours)