STFM Annual Spring Conference
“Call for Proposals”

Important Tips for Creating Effective Conference Submissions

Brought to you by the STFM Faculty Development Collaborative
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Introduction:

❖ Success and advancement at academic institutions requires dissemination of scholarly work
❖ Competition for opportunities for presentations is increasing
❖ Institutions may offer support to attend meetings when presenting
<table>
<thead>
<tr>
<th>STFM Presentation Categories and Submission Content:</th>
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<tbody>
<tr>
<td>Pre-conference Workshop</td>
<td>4-8 hours</td>
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<tr>
<td>Workshop</td>
<td>90 mins</td>
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<tr>
<td>Panel Discussion</td>
<td>60 mins</td>
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<tr>
<td>Seminar</td>
<td>60 mins</td>
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<tr>
<td>Lecture-Discussion (2 per 60 min block)</td>
<td>30 mins</td>
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<tr>
<td>Scholarly Topic Roundtable</td>
<td>50 mins</td>
</tr>
<tr>
<td>Completed Research Project (oral presentation)</td>
<td>15 mins</td>
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<tr>
<td>Completed Project (oral presentation)</td>
<td>15 mins</td>
</tr>
<tr>
<td>Developing Project Poster (dedicated)</td>
<td>60 mins</td>
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<tr>
<td>Completed Project Poster (dedicated)</td>
<td>60 mins</td>
</tr>
<tr>
<td>Completed Research Poster (dedicated)</td>
<td>60 mins</td>
</tr>
<tr>
<td>Fellows, Residents, or Students Research Works in Progress Poster (dedicated)</td>
<td>60 mins</td>
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</table>
I want to submit a proposal to present at the STFM Annual Conference...

What type of content do I want to present? How well developed is it? How much time do I need and how will I use it? Do I have references? For well-developed content, have I assessed the effectiveness of my presentation before I submit?

New project, idea, process

Developing Project – in process

Well-developed project/process OR innovative approach to a well-established topic; evaluation data available at time of submission

Continue further development, begin or continue project or content assessment

Developing Scholarly Project Poster
60 minutes
Display a process, project or method in development, with time to answer participant questions

Scholarly Roundtable Session
50 minutes
Brief presentation to frame participant dialogue during breakfast

Seminar
60 minutes
Presentation with significant participant engagement

Lecture-Discussion
30 minutes
Brief topic presentation followed by conversation

Completed SCHOLARLY Project Poster
60 minutes
Display a completed process, project or method with time to answer participant questions

Completed SCHOLARLY Project
15 minutes
Brief presentation of innovative project with participant Q&A

Completed RESEARCH Poster
60 minutes
Display completed original quality of care research with time to answer participant questions

Completed RESEARCH Project
15 minutes
Brief presentation of research project, followed by moderated discussion

Panel Discussion
60 minutes
Moderated, Interactive discussion with 3-5 expert panelists on a provocative/innovative topic (NOT a series of presentations)

Pre-Conference Workshop
4-8 hours
Complex skills with hands-on experiential teaching

Workshop
90 minutes
Task-oriented small group educational experience

Completed SCHOLARLY Project Poster
60 minutes
Display a completed process, project or method with time to answer participant questions

Scholarly Roundtable Session
50 minutes
Brief presentation to frame participant dialogue during breakfast

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60 minutes
Moderated, Interactive discussion with 3-5 expert panelists on a provocative/innovative topic (NOT a series of presentations)

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Completed SCHOLARLY Project
15 minutes
Brief presentation of innovative project with participant Q&A

Completed RESEARCH Project
15 minutes
Brief presentation of research project, followed by moderated discussion

Lecture-Discussion
30 minutes
Brief topic presentation followed by conversation
The Submission:

- Review call for proposal and deadline
- Determine topic and presentation format
- Review submission form
- Draft submission outline based on required headings
- Edit, get feedback and improve submission to meet format and word count requirements
Required Elements of Submissions:

1) **Title:** should be informative and clearly describe session content
2) **Abstract:** should be clearly written and accurately summarize session content (abstracts are published in the conference program)
3) **Content:** should be relevant to professional activities of family medicine educators
4) **Objectives:** clear, concise and easily understood, written in required SMART format.
5) **Assessment of effectiveness:** in formats where it is required (all except Scholarly Roundtables and Developing Project Posters).
6) **Time allocation/methods of audience engagement** when required
7) **References** to support content
What is Meant by “Demonstrated Effectiveness”?

❖ Assessment of effectiveness is required in most categories
❖ Even when focusing on core skill development (e.g. giving feedback), authors can gather evaluation data about presentation effectiveness
  • data from participants in a local or regional presentation
  • measuring change after the presentation
  • use of evidence from literature
Submission Review Process:

❖ Volunteer reviewers and Program Committee members complete reviews on all submissions. The scores from 3 completed reviews for each submission are averaged. The score and reviewer comments are combined to determine disposition (acceptance, rejection, modification).

❖ The overall score reflects the clarity and relevance of the submission, whether the required elements are included, and whether it addresses the needs of conference attendees.
Common Submission Pitfalls:

❖ Titles that are too whimsical and don’t identify the presentation content
❖ Grammatical errors
❖ Poorly written objectives
❖ Projects that are just in the idea phase when the submission is submitted
❖ No description of how the effectiveness of the presentation has been assessed
❖ Failure to include references or time allocation if required (e.g. – not needed for posters)
A Few Pearls:

❖ Follow the directions
❖ Give the reviewers what they are requesting
❖ Write in concise and simple terms – don’t make the submission too complicated
❖ Make it easy to read
❖ Dot points and numbered lists are easier to read than paragraphs
❖ Preparing a high quality submission can make it easier to create your actual presentation
Glassick’s Criteria:

- CLEAR GOALS
  - Adequate Preparation
  - Appropriate Methods
- Significant Results
  - Effective Presentation
  - Reflective Critique
Introduction to SMART Learning Objectives:

**Specific**

**Measurable**

**Achievable**

**Relevant**

**Timed**

*On completion of this session, participants should be able to:*

◦ [identify and describe the three primary tenets of the Learner Self-Efficacy Model]*
Appropriate Verbs - Power Verbs for Critical Thinking: (Bloom’s Taxonomy)


**Knowledge**
- Define, Identify, Describe, Explain, Recognize, List

**Understand**
- Interpret, Compare, Discuss, Distinguish, Predict

**Apply**
- Demonstrate, Articulate, Prepare, Involve, Report

**Analyze**
- Illustrate, Differentiate, Categorize, Calculate, Adapt

**Evaluate**
- Appraise, Grade, Refine, Support, Decide

**Create**
- Design, Develop, Collaborate, Write, Formulate
Important Tips for Success and Next Steps:

- Brainstorm about available work, solicit partners
- Review Call for Proposals – note deadline and logistics
- Identify level of scholarship achieved
- Consider categories and best format
- Prepare submission in an MS Word document first
- Consider how submission meets review criteria
- Write SMART Objectives with appropriate verbs
- Editing! Editing! Editing! – ask others to review your submission and give feedback before you submit!
- Consider feedback from STFM reviewers
References:


