

**Central Group on Educational Affairs (CGEA)
Association of American Medical Colleges (AAMC)**

CGEA Spring Conference 2020
April 1-3, 2020

NOTE: Thursday and Friday, with pre-conference activities on Wednesday

Hosted by: The University of South Dakota, Sanford School of Medicine
at the Holiday Inn Rapid City, Rushmore Plaza in Rapid City, South Dakota

Proposal Deadline: **Thursday, October 31st, 2019 at 11:59 PMEST**
Submit online [here](#)

This conference aims to establish a forum for disseminating best practices in medical education; to equip medical educators with necessary skills to develop, implement, and maintain successful curricular programs at all levels of training; and to celebrate educational leadership.

Submission Timeline

Submission site opens	Late August
Submission deadline	October 31, 2019 11:59pm EST
Peer review of submissions	November - December
Accept/reject decisions sent to authors (Accepted submissions will also be notified of their scheduled times in the final program)	Early January
Meeting dates	April 1-3, 2020

Program Agenda

Date	Time	Session
Wednesday 4/1/20	Morning	Pre-course*
	Afternoon	Pre-course*
Thursday 4/2/20	8:00 am	Key note address
	Morning	Workshops and Oral Presentations
	Lunchtime	Boxed lunches and SIG Meetings
	Afternoon	Workshops and Oral Presentations
	Late afternoon/evening	Poster Session and Reception
Friday 4/3/20	7:00 am	Section Meetings: UME, GME, CEI, MESRE
	Morning	Workshops and Oral Presentations
	Lunchtime	Luncheon, Awards and Business Meeting
	Afternoon	Workshops and Oral Presentations
	4:00 pm	Adjourn

*Pre-courses may require an additional registration fee

GENERAL INSTRUCTIONS

1. All submissions must be submitted online no later than **October 31, 2019 at 11:59pm EST**.
2. All proposals must be submitted [online](#)
3. Each author may participate in a total of three (3) small group discussions, workshops, or panel discussions. Authors may participate in as many poster or oral abstract presentations as they choose.
4. Each submission will be reviewed by at least three peers.
5. Notification of the outcome of the review will be sent to the contact author in January 2020.
6. Presentation is contingent upon the presenting member (usually the first author) registering for the CGEA conference. Presenter(s) of accepted proposals must be registered for the conference one month prior to the conference. Presenters who do not meet this requirement are subject to cancellation of their presentation.
7. **Students, residents and fellows** are strongly encouraged to submit their work. Top rated student and resident/fellow submissions will be recognized with travel awards of \$600 each. You will be asked to indicate whether the presenting author is a student, resident or fellow at the time of submission.
8. **New investigators** are also strongly encouraged to submit their work. One presenter, who is at an academic rank below the level of Associate Professor and who is presenting at CGEA for the first time, will receive the Outstanding New Investigator Award (non-monetary). You will be asked to indicate whether you are a new investigator at the time of submission.

Session Types

Each individual is limited to three (3) total submissions of any combination as co-author on a small group discussion, co-author on a workshop, co-author on a panel, or first author (presenter) on an oral abstract. There is no limit for the number of poster submissions as first or co-author.

Research in Medical Education Abstract Proposal

Purpose: Includes works to promote dissemination and discussion of completed research and its application to medical education.

Time/Format: Submissions will be peer reviewed and selected for either poster or oral presentation. Presenting authors should be familiar enough with the project to discuss relevant literature, present findings and answer questions. Oral presentation is a 10-minute overview of the research with 5 minutes for Q&A. Poster presenters are expected to be available to discuss their research with session attendees.

Proposals are limited to **300 words** and must include:

- Research Statement/Research Question
- Background and relevance of the study
- Design and Methods
- Results
- Conclusions

Required but not included in 300-word count:

- Title
- Author(s) and affiliated institutions
- References

Proposals will be reviewed using the following criteria:

- Clarity of research statement/question
 - Strength of background and relevance of the study
 - Strength of research design and methods
 - Relevance of results
 - Soundness of conclusions
 - Clarity of writing
-

Innovations in Medical Education

Purpose: Includes works to promote dissemination and discussion of educational innovations (e.g., curricular development projects, program descriptions, new applications or methods, continuous quality improvement projects, etc.).

Time/Format: Submissions will be peer reviewed and selected for either poster or oral presentation. Presenting authors should be familiar enough with the project to discuss relevant

literature, present findings and answer questions. Oral presentation is a 10-minute overview of the innovation with 5 minutes for Q&A. Poster presenters are expected to be available to discuss their innovation with session attendees.

Proposals are limited to **300 words** and must include the following components:

- Objective or purpose of innovation
- Background and/or theoretical framework and importance to the field
- Design: Instructional methods and materials used
- Outcomes
- Innovation's strengths and limitations
- Feasibility and transferability for adoption.

Required but not included in 300-word count:

- Title
- Author(s) and affiliated institutions
- References

Proposals will be reviewed using the following criteria:

- Clarity of objective or purpose
 - Clarity of learning objectives
 - Strength of background and/or theoretical framework and importance to the field
 - Strength of evaluation design (methods and materials)
 - Relevance of outcomes
 - Awareness of limitations (reflective critique)
 - Clarity of writing
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Workshops

Purpose: Workshops are skill-oriented, interactive experience for learners which will allow them to take home specific knowledge and skills.

Time/Format: 90 minutes for the workshop by 1 or more presenters. It is expected that the workshop activities will include hands-on practice and/or active learning for a good portion of the workshop time.

Proposals are limited to **500 word abstracts** and must include the following components:

- **Rationale:** Why the topic is important, its timeliness, and its relevance to medical education
- **Learning Objectives:** What participants will know or be able to do as a result of this session
- **Session Methods and Format:** Indicate amount of time to be allocated to each speaker or element of the program. Describe the format of the session and the methods that will be used to engage participants.
- **Experience:** In one sentence per speaker, describe the experience of the speaker(s).

Required but not included in 500-word count:

- Title
- Author(s) and affiliated institutions

Proposals will be reviewed using the following criteria:

- Importance, timeliness, and relevance of topic
 - Clarity of learning objectives
 - Clarity and appropriateness of session format and method (reader knows who is doing what)
 - Appropriate format and methods to engage participants in session
 - Interest potential
 - Clarity of writing
-

Small Group Discussions

Purpose: Small group discussion topics may address administrative issues, curriculum, evaluation, assessment, or professional development. Presentations demonstrating collaborative work from multiple departments or institutions are especially encouraged.

Time/Format: 45-minute sessions which include a brief (*20-30 minute*) focused presentation by 1 or more presenters followed by exchange between the presenters and the audience. Ample time for questions and comments from the audience, and responses by the presenters should be included.

Proposals are limited to **500 word abstracts** and must include the following components:

- **Rationale:** Why the topic is important, its timeliness, and its relevance to medical education
- **Learning Objectives:** What participants will know or be able to do as a result of this session
- **Session Methods and Format:** Indicate amount of time to be allocated to each speaker or element of the program. Describe the format of the session and the methods that will be used to engage participants.
- **Experience:** In one sentence per speaker, describe the experience of the speaker(s).

Required but not included in 500-word count:

- Title
- Author(s) and affiliated institutions

Proposals will be reviewed using the following criteria:

- Importance, timeliness, and relevance of topic
 - Clarity of learning objectives
 - Clarity and appropriateness of session format and method (reader knows who is doing what)
 - Appropriate format and methods to engage participants in session
 - Interest potential
 - Clarity of writing
-

Panel Discussions

Purpose: Panel discussions examine diverse perspectives and approaches to educational subjects or issues. Presentations demonstrating collaborative work from multiple departments or institutions are especially encouraged.

Time Format: 90-minute sessions which include presentations by 2 or more panelists and a moderator followed by responses from the audience, and exchange between participants.

Proposals are limited to **500 word abstracts** and must include the following components:

- **Rationale:** Why the topic is important, its timeliness, and its relevance to medical education
- **Learning Objectives:** What participants will know or be able to do as a result of this session
- **Session Methods and Format:** The amount of time allocated to each speaker or element of the program. Describe the format of the session and the methods that will be used to engage participants.
- **Experience:** In one sentence per speaker, describe the experience of the speaker(s).

Required but not included in 500-word count:

- Title
- Author(s) and affiliated institutions

Proposals will be reviewed using the following criteria:

- Importance, timeliness, and relevance of topic
- Clarity of learning objectives
- Clarity and appropriateness of session format and method (reader knows who is doing what)
- Appropriate format and methods to engage participants in session
- Interest potential
- Clarity of writing

Note about Ratings for all abstract types

Rating Scale for each criterion

1=Poor

2=Below Average

3=Average

4=Above Average

5=Excellent

Overall Decision:

Accept (*this is an excellent proposal, strongly support it being in the program*)

Accept with Reservations; Please explain: (*this proposal has strong qualities but is missing some important elements, would include in program only if space permits*)

Reject; Please explain: (*this proposal lacks many important elements, do not support it being on the program*)

Additional information

- System will collect submitter's contact information, presentation title, content domain, intended audience, and abstract type

Helpful Resources:

- **Institutional Review Board (IRB) Consideration:** While IRB review/approval is not required for regional meeting submission, it is encouraged that the IRB is consulted when starting research or scholarly projects. The Academic Medicine Last Page, *Primer for Submitting Health*

Professions Education Research to the IRB, is a helpful resource for navigating your IRB. Access the [Academic Medicine Last Page](#)

- **Abstract Composition:** *AMEE Guide no. 108: Writing competitive research conference abstracts* is a helpful resource for writing research abstracts. Access the guide on [PubMed](#)