

2026 Group on Educational Affairs Spring Meetings Call for Abstracts

Research Abstracts
Innovation Abstracts
Workshops
Small Group Discussions
Panels

Research in Medical Education, Student Support, and Advising Abstract Proposal (*poster or oral Presentation*)

Purpose: Includes works to promote dissemination and discussion of research and its application to medical education, student support, and advising.

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 short synopsis of the research. 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/or theoretical framework and relevance of the study
- Design and Methods
- Results of data collection and analysis
- Limitations
- Conclusions
- Significance (What implications do these lessons hold for now and/or the future?)

Required but not included in 300-word count:

- Title
- Author(s) and affiliated institutions
- References
- A small description of the overall abstract limited to 50 words

Proposals will be reviewed using the following criteria:

- Clarity of research statement/question
 - Strength of background and/or theoretical framework and relevance of the study
 - Strength of research design and methods
 - Relevance of results
 - Limitations and soundness of conclusions
 - Clarity of writing
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Innovations in Medical Education, Student Support, and Advising (*poster or oral presentation*)

Purpose: Includes works to promote dissemination and discussion of scholarly innovations and their application to medical education, student support, and advising.

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 short synopsis of the innovation. 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 (What problem or issues have you identified or addressed?)
- Innovation Design ((Methods and materials used). What did you do?)
- Evaluation Plan: methods and measures
- Outcomes (What did you find?)
- Innovation's strengths and limitations (What did you discover as a result of your efforts?)
- Feasibility and transferability (What implications do these lessons hold for now or in the future?)

Required but not included in 300-word count:

- Title
- Author(s) and affiliated institutions
- References
- A small description of the overall abstract limited to 50 words

Proposals will be reviewed using the following criteria:

- Clarity of innovation's objective or purpose
 - Clarity of what was novel, new or innovative
 - Strength of background and/or theoretical framework and importance to the field
 - Strength of evaluation plan (methods and materials)
 - Relevance of outcomes
 - Quality of reflective critique about the innovation
 - Clarity of writing
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Workshops

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

Time/Format: 60 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, student support, and advising.
- **Learning Objectives:** What participants will know or be able to do as a result of this session
- **Session Plan:** Indicate amount of time to be allocated to each speaker or element of the program. Describe the session plan in detail, with specific attention to how the audience will be engaged through the discussion
- **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
- A small description of the overall abstract limited to 50 words including spaces

Would you be willing to present this content as a poster if it's not selected for inclusion as a concurrent session?

Yes; No

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
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Small Group Discussions

Purpose: Small group discussion topics may address administrative issues, admissions, advising, curriculum, evaluation, assessment, leadership or professional development, student support, learner and faculty/staff wellbeing. Presentations demonstrating collaborative work from multiple departments or institutions are especially encouraged.

Time/Format: 60-minute sessions which include a brief 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, student support, and advising.
- **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
- A small description of the overall abstract limited to 50 words

Would you be willing to present this content as a poster if it's not selected for inclusion as a concurrent session?

Yes; No

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, student support, and advising subjects or issues. Presentations demonstrating collaborative work from multiple departments or institutions are especially encouraged.

Time Format: 60-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, student support, and advising.
- **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
- A small description of the overall abstract limited to 50 words

Would you be willing to present this content as a poster if it's not selected for inclusion as a concurrent session?

Yes; No

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
-

For all submission types please select the best topic that represents your submission:

- **Accreditation**
- **Transitions in Student Affairs and Medical Education**
 - Holistic Student Support
 - Broadening applicant pool by defining, exploring, and intentionally addressing medical school readiness (from high school explorations to medical school pathway programs)
 - Handoff from admissions to student services and educators - how to define and verify readiness
 - Transition to residency: away electives, applications, interviews, handoffs
 - Residency 'Bootcamps'
 - Transition from GME to clinical practice
- **Professionalism and Academic Performance/Progression**

- Identifying and supporting students at risk - addressing academic and economical challenges, LOAs (leave of absence)
 - Financial aid challenges due to legislative and regulatory changes
 - Professionalism in the clinical learning environment
- **Ensuring a Conducive, Inclusive, Respectful Learning Environment**
 - Addressing racial and social injustice in medical education
- **Curriculum: Teaching and learning pedagogies and curricular innovation**
 - Competency-based medical education (CBME)
 - Foundational Competencies in UME
 - Basic Science Curricula
 - Clinical Curricula
 - Accelerated curricula
- **AI, simulation, and technology**
 - Instructional design
 - AI policies and ethical considerations
 - Practical application of technology (AI, assessment tools, portals, etc.)
 - Utilizing simulation in learning
- **Assessment and evaluation**
 - Competency based assessment
 - Measuring outcomes
 - Program evaluation
 - MSPE
- **Professional and Leadership development**
 - Faculty, Professional Staff, and Learners
- **Advising strategy and models**
 - UME and GME collaborations
 - Academic and specialty advising
 - Away clinical electives
- **Wellbeing and flourishing**