Call for Abstracts: Innovations in residency teaching and assessment

Deadline for submission: January 6, 2023

You are invited to submit abstracts for the 2023 International Conference on Residency Education. Abstracts in ICRE's What Works category describe innovative educational techniques and tools for residency education. These techniques and tools are currently being studied but have no results yet, and as such find themselves in this unique track. Abstracts must describe teaching or assessment methods for one or several of the CanMEDS Roles or other competency frameworks. Abstracts should clearly and succinctly describe the innovations and implications of the method, in 300 words.

Guidelines for submitting a high quality What Works abstract

Title: Should summarize the abstract and suggest the topic is relevant and important.

Author names: See below for instructions on how to list authorship.

Introduction: The introduction is usually a few sentences that outline the question to be answered or issue to be addressed. The first sentence should frame the issue. If possible, provide a concise review of what is known about the problem being addressed, what is unknown, and how your method/tool fills a recognized gap. The last sentence should describe the purpose of the study and the hypothesis (latter only if applicable).

Method: If applicable, describe the following six areas: 1) how many subjects are there and who are they, 2) setting, 3) research design, 4) intervention description, 5) list of outcome variables and how they were measured, 6) statistical methods used to analyze the data.

Conclusion / implications: Describe the potential implications of the study you are doing. Include major limitations and future directions.

Technical instructions for online submission of abstracts

The following information is required during the submission process.

- **Title**
- **Topic area:** Select "What Works" from the drop-down menu.
- **Abstract text:** Please note that the limit is 300 words (including headings).
  - **Do not use character formatting** such as italic, bold, or ALL CAPS in title and text.
- **Keywords:** A maximum of three keywords can be entered.

- **Contributors:** For each contributor, you will need to provide their Email Address, Institution, First Name, Last Name, City, Province or State, and Country.
    - The order of authorship will remain through all publications.
    - Contributors can be rearranged during the submission process by simply dragging and dropping the contributors into the correct order. <u>It is important to include the presenter in the list of contributors so that their name appears in the order of authorship.</u>
- **Presenter:** During the submission process, please indicate the presenter. Note, only one person may be identified as the presenter. The presenter's name will be underlined in the abstract book and if the abstract is accepted, all communication beyond notification of acceptance/non-acceptance will be with the identified presenter. **Please note that the presenter's name must also be included as a contributor so that their name appears in the order of authorship.**

Criteria for What Works abstract evaluation

1) **Introduction, background and objectives**
   a. Clear description of the gap/problem being addressed and its relevance to CanMEDS competencies in residency education.
   b. If applicable, please link existing literature to the research.
2) **Summary of the innovation, the effective method or the tool**
   a. Purpose of the research or initiative is clear.
   b. Explanation of the tool or method.
   c. Clear statement of what might change and how it might be implemented and / or evaluated.
3) **Conclusions and implications**
   a. Description of the potential impact and utility of the innovation.
   b. Whether or not it can be adapted by other programs or specialties.

What Works abstract example

Title:
CanMEDS in context: Engaging residents in a transition to residency program

Abstract:
Introduction: Early postgraduate medical education must address its learners' transitions from medical students to residents while promoting meaningful and relevant teaching of all CanMEDS roles. Distributed models of medical education bring the added challenge of engaging residents at dispersed sites. We involved residents in the development and delivery of a Transition to Residency program in an effort to meet these challenges more effectively.

Method:
Resident focus groups identified eight common clinical cases that residents would face in the early phase of their training. Unique resident/faculty planning groups formulated educational objectives for each scenario, creating a series of interactive workshops. An overarching curricular plan ensured that all CanMEDS Roles were embedded within the clinical cases. Technology-enabled initiatives, including streaming, Twitter, and a novel audience response system, encouraged interactive participation at distributed and on-site locations. A mixed-method design measuring attendance,

relevancy, and engagement incorporated theme analysis to identify implicit and explicit patterns within the data.

Conclusion:
Resident evaluations for this program were highly favourable. Narrative feedback acknowledged relevant, practical content that improved confidence levels. Residents, including those at distant sites, appreciated the interactivity achieved not only through technology, but also energetic resident/faculty cofacilitation. Good learner attendance across the series suggested that sustained resident engagement was achieved.

Initial results are encouraging; follow-up will provide more comprehensive data that can be used to inform future iterations. We are interested in determining the extent to which resident involvement in curriculum development and facilitation contributed to participant engagement.

Abstract review and selection

All abstract submissions will be acknowledged upon receipt. Submissions will be blinded, peer reviewed, and selected by the panels established for this topic area.

In May 2023, the official notification of acceptance will be sent to the submitter of the abstract. In late-June, specific details will be provided to the presenter about the session date and time, along with registration information.

Accepted abstracts will be posted on the Royal College website as well as included in a special supplement in the Canadian Medical Education Journal (CMEJ).

Prizes

The top What Works paper session will take place on Friday, October 27 or Saturday, October 28, 2023. The winner of the Best What Works award will be announced on Saturday, October 28, 2023.

Note:
It is presumed that you will present in the language of your submission.

All presenters are required to register and pay the conference registration fees.

By submitting their abstract(s), the submitter consents to their contact information being shared with the Canadian Medical Education Journal (CMEJ) for editing purposes only.

Questions?
Telephone 613-730-8177 ext. 186 / 1-800-668-3740 ext. 186
E-mail: icre@royalcollege.ca

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[Access the submission site](#)
(note that you may be required to create an account)