## Call for Pre-conference Courses and In-conference Workshops

**Deadline for submission: November 18, 2022**

You are invited to submit your pre-conference course and/or in-conference workshop proposal for the 2023 International Conference on Residency Education (ICRE).

Within each of our well-defined learning tracks, we look forward to having submissions that align with the theme and relate to what the world and our community has been through in the last few years.

Submissions related to the following topics will be considered for presentation at ICRE:

## ICRE 2023 Learning Tracks

- **Accreditation in residency education (ARE)**
  This track highlights all aspects of the accreditation processes of residency training programs around the world. Topics might include; accreditation systems, continuous improvement of programs, graduate outcomes related to programs, and standards of program quality.

- **Admissions: Selecting residents (ASR)**
  This track highlights all submissions related to selecting residents for postgraduate/graduate medical training. Topics might include: evidence-based guidelines in selecting residents, ensuring diversity in residency training programs and designing processes for selection that encompass the mission and vision of the institution/specialty/community as well as evidence-based practices.

- **Assessment: Cutting edge tools and practical techniques (ACE)**
  This track highlights submissions describing effective methods of assessing the required competencies of physicians in training in any domain of medicine. Emphasis will be placed on new assessment tools/methods/approaches for particular CanMEDS Roles as well as evidence-based methods that have been proven to work in postgraduate medical education.

- **Competency-based medical education (CBME)**
  This track highlights submissions dealing with CBME as it continues to be a clear focus in medical education around the world. This track accepts a variety of broad-based topics in the area of CBME. Topics might include: implementation, assessment of competence, educational design and growth mindset as examples.

- **Education research methods (ERM)**
  This track highlights submissions about enhancing the methods and quality of research about residency education. This track would include scholarly works and sessions that might help others to enhance their ability in conducting studies to improve PGME.

- **Equity, diversity and inclusion (EDI)**
  This track highlights submissions which pertain to residency education for diverse learners and

populations through the lens of EDI. The track will focus on EDI along the breadth of the residency education continuum, from selection to outcomes. The formal, informal, and hidden curricula will be examined. Offerings may include, but will not be limited to, the following domains of diversity: gender, sexual, racial, ethnic, socioeconomic, and geographic origin diversity, power and privilege, microaggression, and allyship. As a multidisciplinary field within residency education, followers of the track should expect to encounter a variety of methodologies, from the quantitative to the qualitative, and the bridging of theory and practice.

- **Faculty development (FD)**
  This track highlights submissions about preparing teachers, residents and clinician educators for their various roles in residency education will be featured in this track. The breadth of faculty development will be examined, including that related to Competency Based Medical Education.

- **Fatigue risk management/Resident duty hours (FRM/RDH)**
  This track highlights submissions that advance the shifting international discourse on fatigue risk management and optimal resident work hours are encouraged. Topics might include: fatigue risk management strategies, fatigue and physician health, fatigue and patient safety, fatigue and occupational risk, as well as new models of structuring residency education and scheduling.

- **Health policy and residency education (HP)**
  This track highlights submissions on a wide variety of health policy issues relating either directly or indirectly to resident training should be submitted to this track.

- **Humanities and history in medical education (HIS)**
  This track highlights submissions pertaining to the history of medicine are most welcome in this ICRE track.  Residency education, and advanced areas of medical education in general, have evolved during the history of the profession.  Submissions may include those relating to original research detailing the history of residency education.

- **Leadership education (LED)**
  This track highlights all aspects of leadership education, including defining leadership, enhancing training models for residents and faculty, and outlining approaches to assessing leadership abilities. Leadership is a priority content area for residency education around the world. In the 21st century, where health care demand is high, resources are limited, and transformation of training is underway, leadership competencies are more crucial than ever.

- **Learning analytics (LA)**
  This track highlights submissions from a variety of methodologies, qualitative and quantitative are encouraged. This includes studies of how trainees' clinical and academic performance can be leveraged for better learning within their training programs. Learning analytics is the measurement and analysis of data about learners for the purposes of understanding, improving and supporting their learning.

- **Physician health and wellness (PHW)**
  This track highlights content highlighting physician health and wellness including; scholarship, teaching and assessing.

- **Quality improvement and patient safety in residency education (QI)**
  This track highlights curriculum and teaching that incorporates cutting-edge research and practice as it relates to the defined competencies in postgraduate training, all of which is required for teaching the delivery of safe, quality patient care. Submissions under this track will explore innovative educational approaches that address quality improvement, patient safety and resource

stewardship in residency education.

- **Simulation in residency education (SIM)**
  This track highlights scholarly presentations across the spectrum of simulation methods. Simulation is established as a powerful mode of instruction and assessment in residency education, but there is still much work to be done on the effective use of simulation in residency.

- **Teaching and learning in residency education (TL)**
  This track highlights submissions regarding all aspects of training residents for practice. Submissions on any aspect of physician competencies (Medical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar, and Professional) are encouraged. This is a core component of the ICRE program.

- **Surgical education (SE)**
  This track highlights surgical training and its various contexts, as both physical and conceptual environments for teaching and learning in residency, including psychological safety, coaching and learning styles in the OR and beyond, assessment of technical and non-technical skills, and issues in global surgical education. For surgical trainees, contexts both inside and outside the operating room (OR) provide essential opportunities for learning concepts and skills that are central to their residency experience. This educational environment is in many ways distinct from other clinical settings, and provides unique practical and psychological obstacles for teaching and learning in residency.

- **Trainees leading medical education: For trainees, by trainees (RES)**
  This track highlights submissions that demonstrate how trainees can best learn, navigate, adapt, engage in co-leadership, and excel within a changing medical education landscape. Designed for trainees, by trainees, the value of this track being presented, with or without faculty, is that you will hear from your peers and shared experiences.

- **Using innovative technologies for medical education (TEC)**
  This track highlights submissions that have a special focus on how the use of technology has an impact on residency education. We are interested in how innovative tools such as Apps (iOS, Android, etc.), Social Media (Facebook, Twitter, Instagram, G+, etc.), eLearning and mLearning can be utilized to empower learners and create new learning opportunities in the digital age.

## SESSION FORMAT

### A – Pre-conference course format (half- or full-day courses):

Pre-conference courses will be selected for half- or full-day sessions (4 ½ hours) on Wednesday, October 18 or Thursday, October 19, 2023. Enrollment is generally limited to 40 participants for these courses as small groups foster interactive learning, which is a requirement of the standards that qualify for Maintenance of Certification program credits.

Course objectives should enable participants to develop skills and knowledge in a given area of residency education. Reviewers are instructed to favour submissions that emphasize active learning and that have also considered our current virtual learning environment, for example:

- Promoting rich small group discussions (Breakout rooms and polling available)
- Use of a variety of instructional methods, such as didactic, case studies, demonstration and hands on where appropriate;

- Practical application of skills and principles through role-playing, simulation encounters, group activities and problem solving.

**B - In-conference workshop format (90-minute sessions on Friday, October 20 Saturday, October 21, 2023):** Workshop objectives should enable participants to develop skills and knowledge in a given area of residency education. Reviewers are instructed to favour submissions that emphasize active learning and that have also considered our current virtual learning environment, for example:

- Promoting rich small group discussions (Breakout rooms and polling available)
- Use of a variety of instructional methods, such as didactic, case studies, demonstration and hands on where appropriate;

## SUBMISSION PROCESS

The following details are required to complete the submission:
- Title
- Topic (applicable learning track)
- Presentation type
  - See above list of available session formats
- Abstract
  - [Visit our resource page for abstract instructions, including a sample abstract.](#) Abstracts should NOT include title, authors, affiliations or key words. Abstracts are limited to 3de00 words.
- Organization and method of presentation
  - Provide a high-level session agenda to include a description of how you are planning to present your course/workshop/lightning round. Consider promoting small group discussion; with longer sessions, use a variety of instructional methods, such as mini-lecture, case studies and demonstration, practical application of skills and principles through role-playing, simulation encounters, group activities and problem solving.

- Learning objectives
  - [Visit our resource page for instructions on how to write learning objectives.](#) They should be written in a paragraph format with semi-colons separating each objective.
  - Please note that all of the learning objectives need an action verb describing what the participant will be able to do or the action they will be able to undertake. Avoid using vague or abstract words like understand, believe, appreciate, be aware of, be familiar with, etc. as they are difficult to measure.
- Target audience
- Learner level
  - Beginner; Intermediate; Advanced; All learner levels
- Contributors (Presenters)
  - Institution, address and email are required for all presenters. If the submission is accepted, the presenters will be listed in the program.

Modifications can be made to your submission up to the submission deadline of **November 18, 2022**. Simply log in, using the link provided, and "review" your submission.

## REVIEW PROCESS

All proposals will be acknowledged upon receipt. Proposals will be peer reviewed and selected by panels established for each topic area.

In the spring of 2023, a letter of acceptance/non-acceptance will be sent to the submitter of the session. Specific details will be provided by June 30, 2023, to the presenter(s) of the session, including date, time, and registration information.

Selection criteria:
- **Relevance**: importance of topic, interest potential
- **Clarity**: purpose, content, organization and method of presentation
- **Appropriateness**: format, participant involvement
- **Ability to meet objectives**: expertise

## LOGISTICS

**Conference courses:** Should your proposal be accepted, the ICRE will provide complimentary registration to your course for **a maximum of three speakers**.

**In-conference workshops:** All presenters are required to register for the conference and are responsible for their own expenses relating to registration.

Questions?

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

## Deadline for submission is November 18, 2022

### Access the submission site
(note that new users will be required to create an account)