



Quebec City, Canada

October 19 – 21, 2017 | Du 19 au 21 octobre 2017

## **Call for Abstracts – What Works? Innovations in residency teaching and assessment**

**Deadline for submission: March 6, 2017**

You are invited to submit abstracts for the 2017 International Conference on Residency Education. Paper presentations and poster sessions contribute to the conference's dynamic and interactive learning environment. Preference will be given to submissions addressing this year's conference theme, "**Leadership and Change in Residency Training: A Call to Action**"

Abstracts in ICRE's What Works category describe innovative educational techniques and tools for residency education. 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 250 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 that needs 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:** State concisely what can be concluded. This must be supported by data presented in the abstract. Describe the implications of your findings. Include major limitations and future directions.

## **Instructions for online submission of abstracts**

The following information is required during the submission process. Please have all information ready prior to submitting, as you will not have the opportunity to save your work in progress.

- **Author information** (may or may not be the same as the submitter): Full mailing address and contact information is required for the main author. For each co-author, you will need to provide their First Name, Last Name, Prefix, Institution, City, Province or State, and email address. The order of authorship will remain through all publications.
- **List the authors in order of authorship.** Do not include degrees, titles, institutional appointments, or addresses. You will be asked to provide first name, last name, institution, city, province, and email address for each co-author.
- **Topic area:** Select "What Works" from the drop down menu.
- **Title**
- **Abstract text:** Please note that the limit is 250 words (including headings).
  - Please do not use character formatting such as bold, italics, underline or all capital letters in title or text.
- **Presentation type:** Oral, poster or either.
- **Keywords:** A maximum of 3 keywords can be entered.
- **Presenter:** During the submission process, please indicate the presenter by selecting the check box. The presenter's name will be underlined in the program.

## **Criteria for What Works abstract evaluation**

### **1) Introduction, background and objectives**

- a. Clear description of the gap/problem being addresses 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 changed and how it was implemented and / or evaluated.

### **3) Conclusions and implications**

- a. Description of the impact and utility of the innovation.
- b. Whether or not it can be adapted by other programs or specialties.

## **Abstract example**

### ***Title:***

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

### ***Abstract body:***

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.

At the beginning of June, the official letter of acceptance will be sent to the submitter of the abstract. Specific details will be provided to the presenter about the session, date, time, and location of the presentation along with registration, housing, and audio-visual information.

Accepted abstracts will be posted on the Royal College website.

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### **Prizes**

The best What Works paper presentation is selected during the conference. Winners are invited as our guests and recognized at the Residency Education Awards Dinner. Recipients receive a certificate and are featured on the Royal College website and publications.

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#### **Note:**

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

**All presenters are required to register and pay the conference fees and are responsible for their own expenses including hotel, travel, and registration fees.**

By submitting their abstract(s), the submitter consents to their contact information being shared for editing purposes only.

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## **Questions?**

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**[Access the submission site](#)**

(note that you may be required to create an account)