Halifax, Canada
October 18 – 20, 2018 | Du 18 au 20 octobre 2018

Call for Abstracts - Research in Residency Education

Deadline for submission: March 2, 2018

You are invited to submit research abstracts for the 2018 International Conference on Residency Education. Abstracts in this category should describe medical education research. Abstracts therefore need to include a research question and data (quantitative or qualitative). Preference will be given to those submissions addressing the conference theme: "***The Learning Environment and Residency Education: The Evolution of Training***"

Topic Areas

You will be asked to identify the topic area (learning tracks) of your research abstract at the time of submission. Learning tracks are described below.

ICRE 2018 Learning Tracks

- **Accreditation in residency education (ARE)**
  This encompasses all aspects of accreditation of residency programs, including accreditation systems, continuous improvement of programs, graduate outcomes related to programs, and standards of program quality.

- **Admissions: Selecting residents (ASR)**
  This track features workshops related to all aspects of selecting residents for PGME.

- **Assessment: Cutting edge tools and practical techniques (ACE)**
  This track encompasses workshops describing effective methods of assessing competencies of physicians in training in any domain of medicine. Emphasis should be placed on new assessment tools for particular CanMEDS Roles as well as methods that work in postgraduate medical education.

- **Competency-based education (CB)**
  This track is an emerging endeavour in medical education; as such, this track is a special focus of the ICRE. Papers and workshops relating to this growing approach to medical education are most welcome.

- **Educating for quality of care, patient safety, and resource stewardship (EQ)**
  Submissions relating to competencies required for delivery of safe, quality patient care.

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

- **Engaging residents: Inspiring the next generation of leaders and educators (RES)**
  Through practical workshops, presentations and interactive sessions tailored towards residents and other learners, this track will engage our future leaders and educators in critical discussions and scholarship related to teaching and training; management and clinical skills; accreditation; resource stewardship; patient safety and quality; competency-based medical education; mentorship and more. How residents can best learn, navigate, adapt and excel within a changing medical education landscape is at the core of this learner-centered track, designed for residents; by residents.

- **Faculty development (FD)**
  Submissions about preparing teachers and clinician educators for their roles in residency education will be featured in this track.

- **Health policy and residency education (HP)**
  Workshops on a wide variety of policy issues relating to resident training should be submitted to this track.

- **Humanities and history in medical education (HIS)**
  Workshops on the history of medicine are most welcome at ICRE. Residency education, and advanced areas of medical education in general, have evolved during the history of the profession. Workshops relating to original research detailing the history of residency education will be featured here.

- **Implementing quality of care, patient safety, and resource stewardship improvement projects (QI)**
  This track explores cutting-edge research and practice as it relates to the competencies required for delivery of safe, quality patient care. Submissions under this track will evaluate improvement projects and explore innovative educational approaches that address quality improvement, patient safety and resource stewardship in residency education.

- **Learning analytics (LA)**
  Learning analytics is the measurement and analysis of data about learners for purposes of understanding and improving learning. 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.

- **Learning environments: Exploring new avenues (LE)**
  The learning environment can impact residents' learning and well-being. This track explores how various aspects of learning environments (psychological, educational, architectural, social, digital and anthropological) influence residency training. Participants will leave with a better appreciation for how to leverage these different perspectives of the learning environment, in a practical sense, to further improve residency training.

- **Leadership education (EDU)**
  This innovative track will address all aspects of leadership education, including defining leadership, enhancing training models for residents and faculty, and outlining approaches to assessing leadership abilities.

- **Physician health and wellness (PHW)**
  Submissions relating to teaching and assessing physician health.

- **Resident duty hours (RDH)**
  Submissions that advance the discourse on optimal resident work hours are encouraged. Topics might include: new models of structuring residency education, tensions between education versus service, fatigue and patient safety, and scheduling.

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

- **Teaching and learning in residency education (TL)**
  This is the core component of the program. We welcome the majority of submissions regarding all aspects of training residents for practice. Workshops and research on any aspect of physician competencies (Medical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar, and Professional) are encouraged. In addition, papers and workshops related to teaching patient safety or using simulation for residency teaching are welcome.

- **Using innovative technologies for medical education (TEC)**
  This track features 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, G+, etc.), eLearning and mLearning can be utilized to empower learners and create new learning opportunities in the digital age.

- **What Works? Innovations in residency teaching and assessment (WW)**
  What Works submissions should depict 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.

Guidelines for submitting a high quality research abstract

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

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

Introduction: The introduction is usually several sentences that outline the question addressed by the research. 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 research project fills the knowledge gap. The final sentence should describe the purpose of the study and the hypothesis (latter only if applicable).

Methods: Methods should describe 1) who are the subjects (and how many), 2) the setting, 3) the research design, 4) description of the intervention, 5) a list of outcome variables and how they were measured, and 6) the statistical methods used to analyze the data.

Results: Describe the subjects that were included or excluded and response rate. List the most important outcome variables with the associated data. Numerical results should include standard deviations or 95% confidence limits and the level of statistical significance.

Conclusion: 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

Please **click here** to see a **sample research abstract.**

Technical instructions for online submission of abstracts

The following pieces of information are 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 address and contact information is required for the main author. For each co-author, you will need to provide, their First Name, Last Name, Institution, City, Province/State and email address. The order of authorship will remain through all publications.
- **Topic area:** Select from the drop down menu.
- **Title**
- **Abstract text:** Note that the limit is 250 words (including headings).
- **Presentation type:** Oral, poster or either.
- **Keywords:** A maximum of three keywords can be entered.

Instructions for submission and journal publication

1. All abstracts must be submitted electronically, using the submission link below.
2. Abstracts should be no more than 250 words in length (including headings). Single-space all typing, leaving one line space between paragraphs and other elements.
3. Do not use character formatting such as italic, bold, or ALL CAPS in title and text.
4. 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/state and email address for each co-author.
5. The **presenter must be indicated with the check box during the submission process**. The presenter's name will be underlined in the program.
6. Use standard abbreviations such as kg, g, mg, ml, L (litre), mEq, m (metre), mmol (millimole), / (per) and % (per cent). Place special or unusual abbreviations in parentheses after the full word the first time it appears. Use numerals to indicate all numbers (including 1–10), except to begin sentences. Non-proprietary (generic) names are required when a drug is mentioned. e.g., acetazolamide (Diamox).
7. Place acronyms in parentheses after the full term the first time it is used.
8. **Do NOT** include historical data, literature reviews, bibliographies, references or mention of corporate support.

   Note: submissions without results or conclusions indicated may be rejected.

Criteria for Research Abstract Evaluation

1) **Background**
   a. Shows understanding of existing literature.
   b. Links existing literature to the research.
2) **Clarity of the purpose**
   a. The basic purpose of the research is clear.
   b. The objectives of the research address an important problem.
3) **Effective use of the scientific method**
   a. Methods are appropriate.
   b. Significant variables are identified.
   c. Methods are clearly explained.
   d. Analysis is appropriate and clearly explained.

4) **Results**
   a. Results describe the relevant data.
5) **Conclusions**
   a. Accurate interpretation of results.
   b. Possible recommendations for education, practice or policy.
6) **Presentation**
   a. The writing is clear.

ABSTRACT REVIEW AND SELECTION

All abstract submissions will be acknowledged upon receipt. Submissions will be blinded, and peer reviewed by panels established for each 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. The research paper abstracts will also be published.

BEST PAPER AND BEST POSTER PRIZES

The best paper and poster presentations are 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.

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.

Progress cannot be saved within the submission site, so please compile all relevant material before beginning the submission process.

Questions?

Telephone 613-730-8177 / 1-800-668-3740 ext. 219
Facsimile 1-613-730-8252 / E-mail: icre@royalcollege.ca

Deadline for submission: March 2, 2018

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