



Halifax, Canada

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

## Call for Pre-conference Workshop Submissions

**Deadline for submission is January 5, 2018**

Please submit your pre-conference workshop information for the 2018 International Conference on Residency Education (ICRE).

This year's theme is "*The Learning Environment and Residency Education: The Evolution of Training*"

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

### **ICRE 2018 Learning Tracks**

- **Accreditation in residency education (ARE)**  
This track 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-centred 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.

- **Leadership Education (LE)**

Leadership is emerging as a priority content area for residency education around the world. In the 21<sup>st</sup> century, where health care demand is high, resources are limited, and transformation of training is underway, leadership competencies are more crucial than ever. 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.

- **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.

- **Physician health and wellness (PHW)**

ICRE invites all those with an interest in teaching and assessing physician health to submit their workshops.

- **Resident duty hours (RDH)**

Workshops 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 submission 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.

## **WORKSHOP FORMAT**

**Pre-conference workshop format:** Pre-conference workshops can range from half-day sessions (4 hours) to full-day workshops (7 hours) during the hours of 0800-1500 on Thursday, October 18, 2018. Please allow appropriate time in the workshop schedule for refreshment break(s) and lunch (if a full day). Enrollment is generally limited to 35 participants for workshops as small groups foster interactive learning, which is a requirement of the standards that qualify for Maintenance of Certification program credits.

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 methods including:

- Promoting small group discussion;
- Use of a variety of instructional methods, such as lecture, case studies and demonstration, to accommodate different learning styles;
- Practical application of skills and principles through role-playing, simulation encounters, group activities and problem solving.

## **SUBMISSION PROCESS**

The following details are required to complete the submission:

- Presenters and authors
  - Institution, address and email are required for all authors. If the authors are also presenting, you must indicate this by ticking off the box labeled presenter for each individual author. If the workshop is accepted, the presenters will be listed in the program.
- Topic
- Title
- Abstract
  - Please [click here](#) for abstract instructions, including a sample abstract. Abstracts should **NOT** include title, authors, affiliations or key words. Abstracts are limited to 300 words.
- Target audience\*
  - The target audience is required, including the level such as beginner, intermediate, advanced.
- Learning objectives\*
  - Please [click here](#) for instructions on how to write learning objectives. They should be written in a paragraph format with semi-colons separating each objective.
- Organization and method of presentation\*

- Provide a short description of how you are planning to present your workshop. Consider promoting small group discussion; use of a variety of instructional methods, such as lecture, case studies and demonstration, to accommodate different learning styles; practical application of skills and principles through role-playing, simulation encounters, group activities and problem solving.
- Language of presentation
  - Workshops can be presented in English and/or French or bilingually by checking off the language of presentation box(es). If English and French are chosen as options, it is assumed that the workshop can be presented in English and/or French; bilingual assumes that the workshop will be presented in both languages during one session.
- Maximum number of participants desired

\***Note:** Text box responses have a 250 character limit (including spaces).

Modifications can be made to your submission up to the submission deadline of **January 5, 2018**. Simply log in, using the link provided, and “review” your submission.

## **REVIEW PROCESS**

All proposals will be acknowledged. Proposals will be peer reviewed and selection of workshops will be final.

### **Selection criteria:**

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

## **LOGISTICS**

A limited number of proposals can be accepted. Should your proposal be accepted, the ICRE will provide a meeting room, basic audio visual support, appropriate food and beverage, and complimentary registration to your workshop for a maximum of three speakers. Travel and accommodation is the responsibility of the individual presenters.

### **Questions?**

Telephone 613-730-8177 ext. 176 / 1-800-668-3740 ext. 176

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E-mail: [icre@royalcollege.ca](mailto:icre@royalcollege.ca)

**[Click here](#) to access the submission site  
(note that new users will be required to create an account)**