

STFM Annual Spring Conference “Call for Proposals”

Important Tips for Creating Effective Conference Submissions



Brought to you by the STFM Faculty Development Collaborative

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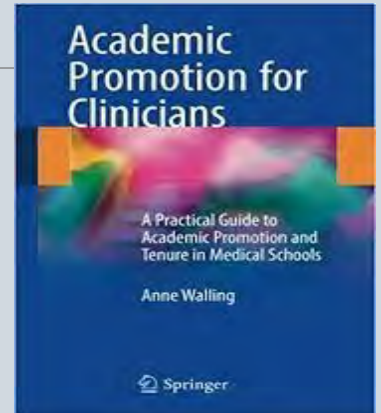
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Introduction:

- ❖ Success and advancement at academic institutions requires dissemination of scholarly work
- ❖ Competition for opportunities for presentations is increasing
- ❖ Institutions may offer support to attend meetings when presenting



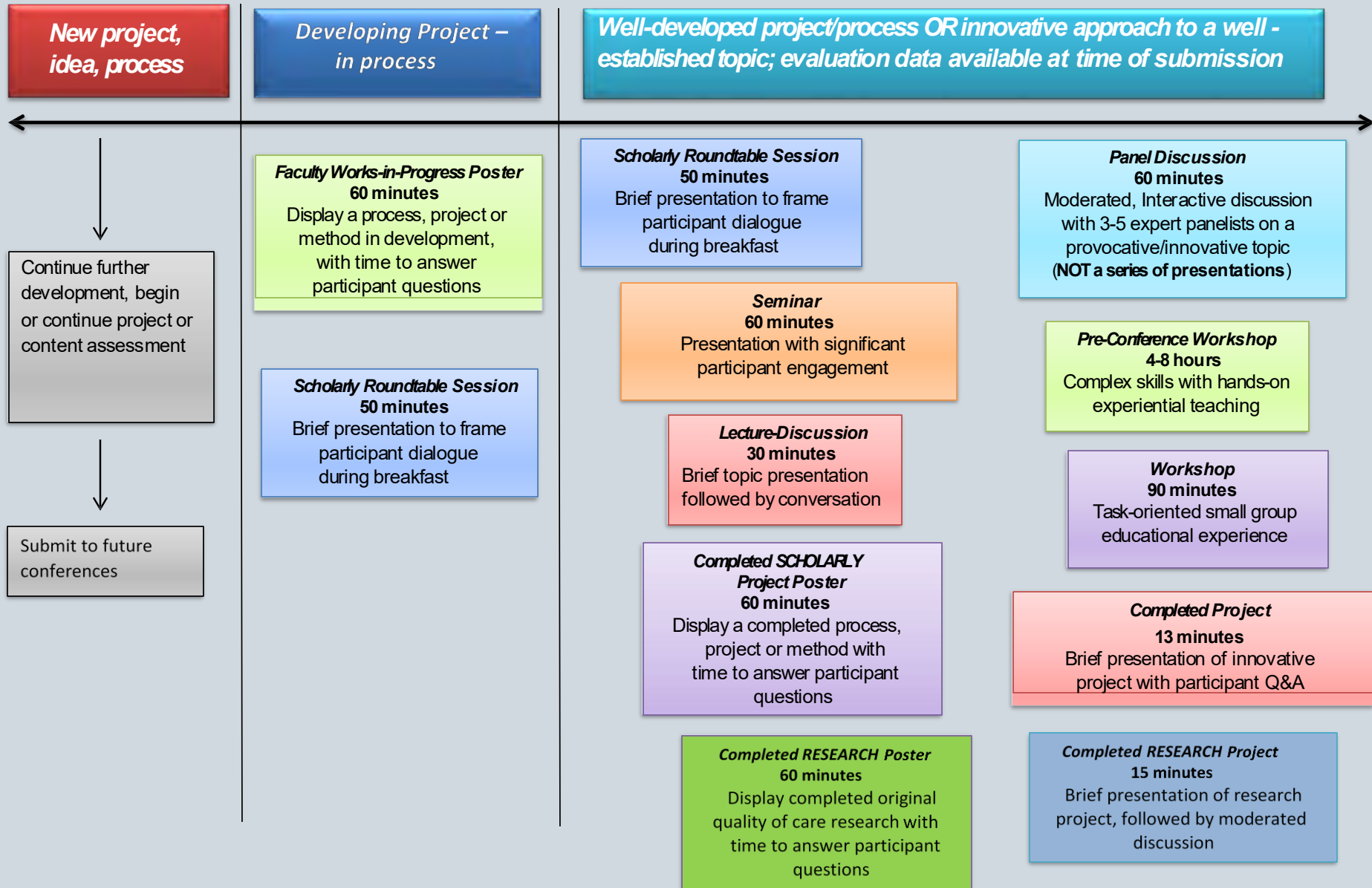
STFM Presentation Categories and Submission Content:



Pre-conference Workshop	4-8 hours
Workshop	90 mins
Panel Discussion	60 mins
Seminar	60 mins
Lecture-Discussion (2 per 60 min block)	30 mins
Scholarly Topic Roundtable	50 mins
Completed Research Project (oral presentation)	15 mins
Completed Project (oral presentation)	13 mins
Faculty Works-in-Progress Poster (dedicated)	60 mins
Completed Project Poster (dedicated)	60 mins
Completed Research Poster (dedicated)	60 mins
Fellows, Residents, or Students Research Works in Progress Poster (dedicated)	60 mins

I want to submit a proposal to present at the STFM Annual Conference...

What type of content do I want to present? How well developed is it? How much time do I need and how will I use it?
Do I have references? For well- developed content, have I assessed the effectiveness of my presentation before I submit?



The Submission:



- ❖ Review call for proposal and deadline
- ❖ Determine topic and presentation format
- ❖ Review submission form
- ❖ Draft submission outline based on required headings
- ❖ Edit, get feedback and improve submission to meet format and word count requirements

Required Elements of Submissions:

- 1) **Title:** should be informative and clearly describe session content
- 2) **Abstract:** should be clearly written and accurately summarize session content (abstracts are published in the conference program)
- 3) **Content:** should be relevant to professional activities of family medicine educators
- 4) **Objectives:** clear, concise and easily understood, written in required SMART format.
- 5) **Assessment of effectiveness:** in formats where it is required (all except Scholarly Roundtables and Developing Project Posters).
- 6) **Time allocation/methods of audience engagement** when required
- 7) **References** to support content

What is Meant by “Demonstrated Effectiveness”?

- ❖ Assessment of effectiveness is required in most categories
- ❖ Even when focusing on core skill development (e.g. giving feedback), authors can gather evaluation data about presentation effectiveness
 - data from participants in a local or regional presentation
 - measuring change after the presentation
 - use of evidence from literature

Submission Review Process:



- ❖ Volunteer reviewers and Program Committee members complete reviews on all submissions. The scores from 3 completed reviews for each submission are averaged. The score and reviewer comments are combined to determine disposition (acceptance, rejection, modification).
- ❖ The overall score reflects the clarity and relevance of the submission, whether the required elements are included, and whether it addresses the needs of conference attendees.

Common Submission Pitfalls:



- ❖ Titles that are too whimsical and don't identify the presentation content
- ❖ Grammatical errors
- ❖ Poorly written objectives
- ❖ Projects that are just in the idea phase when the submission is submitted
- ❖ No description of how the effectiveness of the presentation has been assessed
- ❖ Failure to include references or time allocation if required (e.g. – not needed for posters)

A Few Pearls:



- ❖ Follow the directions
- ❖ Give the reviewers what they are requesting
- ❖ Write in concise and simple terms – don't make the submission too complicated
- ❖ Make it easy to read
- ❖ Dot points and numbered lists are easier to read than paragraphs
- ❖ Preparing a high quality submission can make it easier to create your actual presentation

Glassick's Criteria:

CLEAR GOALS



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graph TD; A[ CLEAR GOALS ] --> B[Adequate Preparation]; A --> C[Appropriate Methods]; B --> D[Significant Results]; C --> D; D --> E[Effective Presentation]; D --> F[Reflective Critique];
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The diagram illustrates Glassick's Criteria as a flowchart. It begins with a single box at the top labeled 'CLEAR GOALS'. A large downward-pointing arrow leads from this box to a second level containing two boxes: 'Adequate Preparation' on the left and 'Appropriate Methods' on the right. From these two boxes, the flow continues to a third level with a single box labeled 'Significant Results'. A horizontal line separates this level from the final level, which also contains two boxes: 'Effective Presentation' on the left and 'Reflective Critique' on the right. A second large downward-pointing arrow connects the 'Significant Results' box to this final level.

Adequate Preparation

Appropriate Methods

Significant Results

Effective Presentation

Reflective Critique

Introduction to SMART Learning Objectives:

Specific

Measurable

Achievable

Relevant

Timed

On completion of this session, participants should be able to:

- [identify and describe the three primary tenets of the Learner Self-Efficacy Model]

Appropriate Verbs - Power Verbs for Critical Thinking: (*Bloom's Taxonomy*)

Anderson, Lorin W.; Krathwohl, David R. eds. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Allyn and Bacon.

Knowledge

- Define, Identify, Describe, Explain, Recognize, List

Understand

- Interpret, Compare, Discuss, Distinguish, Predict

Apply

- Demonstrate, Articulate, Prepare, Involve, Report

Analyze

- Illustrate, Differentiate, Categorize, Calculate, Adapt

Evaluate

- Appraise, Grade, Refine, Support, Decide

Create

- Design, Develop, Collaborate, Write, Formulate

Important Tips for Success and Next Steps:

- ❖ Brainstorm about available work, solicit partners
- ❖ Review Call for Proposals – note deadline and logistics
- ❖ Identify level of scholarship achieved
- ❖ Consider categories and best format
- ❖ Prepare submission in an MS Word document first
- ❖ Consider how submission meets review criteria
- ❖ Write SMART Objectives with appropriate verbs
- ❖ Editing! Editing! Editing! – ask others to review your submission and give feedback before you submit!
- ❖ Consider feedback from STFM reviewers



References:

1. Boyer EL. Scholarship reconsidered: Priorities for the Professoriate 1990; The Carnegie Foundation the Advancement of Teaching: Princeton, NJ.
2. Beasley BW, Simon SD, Wright SM. A Time to be Promoted: The Prospective Study of Promotion in Academia (Prospective Study of Promotion in Academia). Journal of General Internal Medicine. 2006;21(2):123-129. doi:10.1111/j.1525-1497.2005.00297.x.
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4. Shapiro ED, Coleman DL. The Scholarship of Application. Acad Med. 2000; 75(9): 895-8.
5. Chatterjee D, Corral J. How to Write Well-Defined Learning Objectives. The Journal of Education in Perioperative Medicine : JEPM. 2017;19(4):E610.