

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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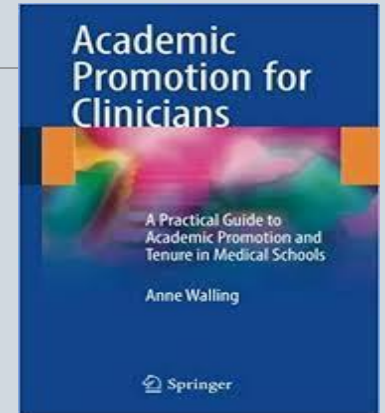
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Introduction:

- ❖ 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



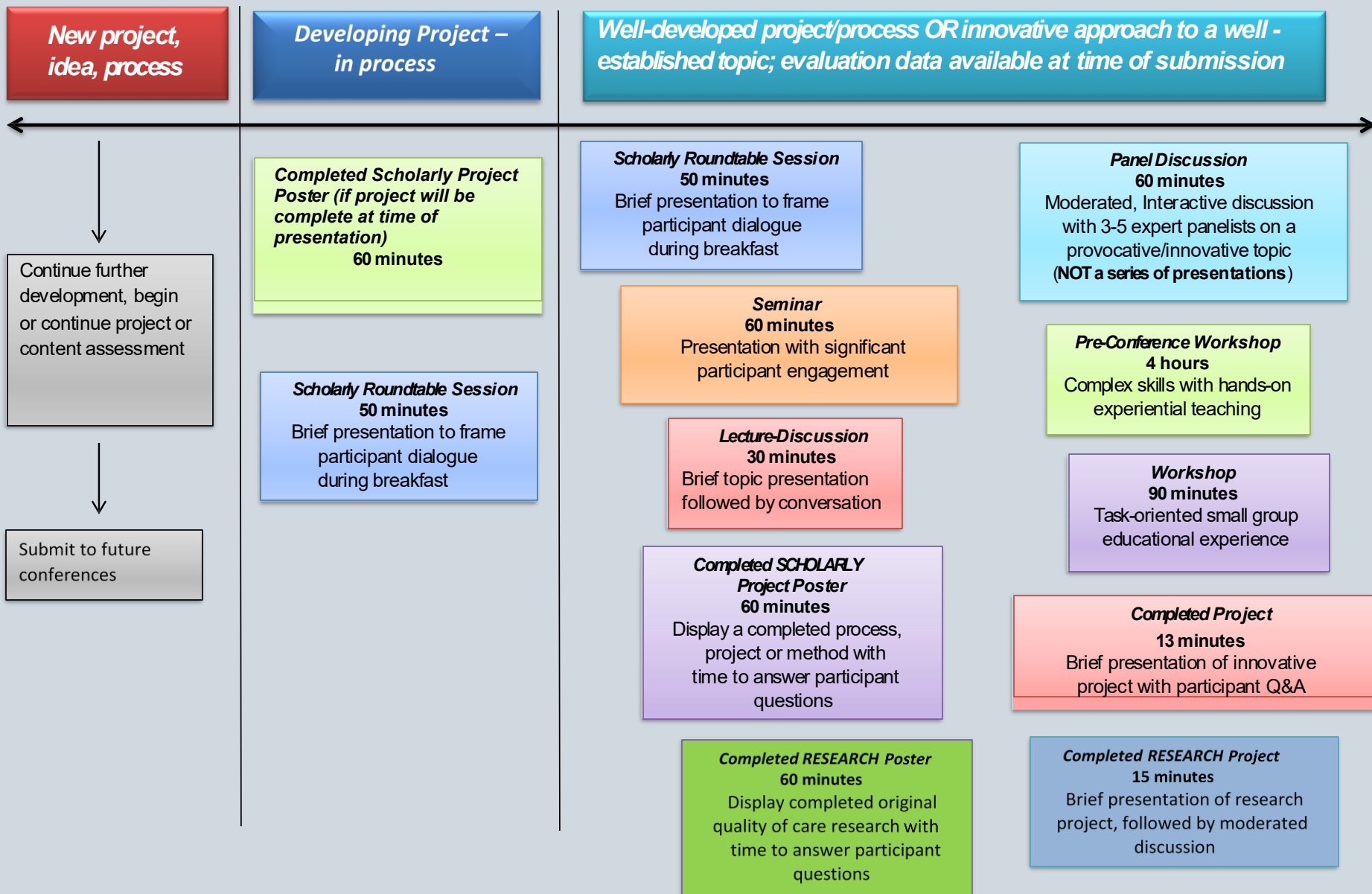
STFM Presentation Categories and Submission Content:



Pre-conference Workshop	4 hours
Workshop	90 mins
Panel Discussion	60 mins
Seminar	60 mins
Lecture-Discussion	30 mins
Scholarly Topic Roundtable	50 mins
Completed Research Project (oral presentation)	15 mins
Completed Project (oral presentation)	13 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 SMARTIE format.
- 5) **Assessment of effectiveness:** in formats where it is required (all except Scholarly Roundtables).
- 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:



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- ❖ 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 'CLEAR GOALS' at the top. A downward arrow leads to two parallel boxes: 'Adequate Preparation' on the left and 'Appropriate Methods' on the right. These two boxes lead to a single box 'Significant Results'. A horizontal line is positioned below 'Significant Results'. A second downward arrow leads from 'Significant Results' to two final parallel boxes: 'Effective Presentation' on the left and 'Reflective Critique' on the right.

Adequate Preparation

Appropriate Methods

Significant Results

Effective Presentation

Reflective Critique

Introduction to SMARTIE Learning

Objectives:

Specific

Measurable

Achievable

Relevant

Timed

Inclusive

Equitable

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 SMARTIE 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.