

CALL FOR PROPOSALS

SESSION FORMATS FOR PROPOSAL SUBMISSION

Preference will be given to proposals that include student presenters and perspective.

Panel Discussion

A 75-90 minute panel discussion session brings together people interested in a specific topic. The session will allow participants to better understand the challenge of the topic or to learn from the experience of others who have addressed the problem and have a solution. Proposals from a panel of presenters from multiple schools are encouraged. Strategies to encourage active participation by attendees should be explicitly described.

Examples of appropriate small group discussion topics might be:

- Advising First Generation Medical School Applicants:
- Alternatives to Increasing Classroom Size
- School-specific Policies for Evaluating Criminal Background Histories
- Strategies for Increasing Medical School Diversity
- A Four-Year Plan for Debt Management Counseling

Review Criteria:

- Timeliness and potential for interest
- Clarity of proposal (description, objectives, strategies for participant involvement)
- Appropriateness of proposal for the small group discussion format (content, degree of interactivity, presenter roles, identifiable student presenters)
- Experience/expertise of presenters

Proposal Format: (Limit 800 words)

- Title
- Description of issue/topic and rationale
- Session objectives
- Questions for discussion or other strategies for participant involvement
- Session plan (sequence and timing of session activities; indicate 45 or 90 minutes)
- Presenters (name, institution, relevant experience)
- Abstract (75 words, not included in 800-word proposal limit)

Roundtable Workshop

A 75-90 minute roundtable workshop session allows participants to interactively share ideas that promote solutions to common problems. Introductory remarks by the presenter(s) should define the problem and be followed by round table discussions by participants, perhaps led by moderators. It might benefit all if groups summarized their outcomes at the end of the session. Strategies to encourage participant involvement in the session should be explicitly described.

Examples of appropriate workshop topics might be:

- AMCAS Essays and Experiences: What Admissions Committees Seek
- Professionalism Issues in the Clinical Setting
- Attracting Students to Debt Counseling Sessions
- Managing an Electronic Office
- Components of Effective Evaluation Letters

Review Criteria:

- Timeliness and potential for interest
- Clarity of proposal (description, objectives, strategies for participant involvement)
- Appropriateness of proposal for the workshop format (proposed participant and presenter roles, identifiable student presenters)
- Experience/expertise of presenters

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Proposal Format: (Limit 800 words)

Title
Description of workshop topic and rationale for importance
Learning objectives
Session plan (session activities, activities sequence, time allotted activity)
Presenters (name, institution, relevant experience)
Abstract (75 words, not included in 800-word proposal limit)

Poster

A poster is a visual presentation of a project, research study, innovative program or other structured experience. A display of the program or experience will be attached to a 4' by 6' bulletin board provided at the meeting. Authors will be expected to be present at their poster during the poster session. There will be a \$50 fee for rental of the poster board/easel.

Review Criteria:

Timeliness and potential for interest
Appropriateness of proposal for the poster format

Proposal Format: (200 words or less)

Title
Project/Program Description
Abstract (75 words, not included in 200-word proposal limit)

Demonstration

If you have developed educational materials including web- or computer-based programs and simulations that you would like to demonstrate, there will be a designated time in the program that will allow presenters to demonstrate their innovative materials to interested participants. This format is designed for participants to visit multiple presenters. Tables and chairs will be provided; however, presenters are responsible for bringing laptops, projectors and any other necessary items.

Examples of demonstrations might be:

Computer-Based Model of Diabetes Mellitus
Heart Sounds Simulator
Medical Jeopardy game

Review Criteria

Timeliness and potential for interest
Appropriateness of proposal for demonstration or show-and-tell format

Proposal Format (200 words or less)

Title
Audience (Who will be interested?)
Description of educational materials or innovation
Abstract (75 words or less, not included in 200-word proposal)

For any additional questions, please feel free to email Stacey McCorison at mccor014@mc.duke.edu

Ideas for Consideration

Themes/Plenary Sessions

- **Communications with Millennials → should this be 2-way communication across the spectrum (Great – Boomers – GenX – GenY – Millennials)? How to teach Millennials how to communicate in Medicine?**
- **Professionalism throughout the Four Years and beyond**

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Topics for Breakouts

- **First Year communications**
 - Getting accepted, then what? Pre admission communications
 - Getting acclimated to Med School, mentoring programs, remediation programs
- **Second year communications**
 - Getting ready for clerkships
 - NBME requirements
 - Passing Step 1
- **Third year communications**
 - CPX – Step 2 CS communicating with patients
 - Passing 2 CK and its importance overall for residency slots
 - Gearing up for Fourth Year
- **Fourth year communications**
 - Graduation requirements and getting ready for internship
 - ERAS Communications
 - Residency and Match Communications
- **Overarching communications themes**
 - How to reach students—use of new technology
 - Financial Aid information that needs to reach them each step of the way
- **Mentoring Programs**
- **Communicating about students with difficulty (academic, personal, emotional: how to share and what to share with faculty. This could include counseling situations).**
- **Self-Care**
- **Background checks**
- **Alternative admissions interview techniques, Student concerns → & maximizing student input**