



— The Generalists in —  
**Medical Education**  
Collaborate - Innovate - Disseminate

## Proposal Review Criteria

The essence of the Generalists in Medical Education national meeting includes sharing, learning, and interaction among professional medical educators. Interaction and participation are valued in all sessions.

Proposals (blinded as to author and originating institution) will be reviewed by a committee that includes Generalists with a wide range of experiences. Read the session descriptions and give thought to content and session plan. Reviewers will be asked to evaluate proposals using the following criteria:

- 1. Proposal Quality:** The written proposal is clear, complete, and well-organized. Clear proposals concisely explain the topic, goals, objectives, and format and are understandable for someone not familiar with the content area (avoid jargon). The title matches description and abstract and is relevant, original, and intriguing.
- 2. Purpose:** The proposal includes clear goals/purpose and describes the benefit to target audience. The session objectives and plan are provided.
- 3. Importance/Contribution to the Field:** The proposal offers important results, creative or innovative practice or development, and/or an opportunity to enhance insights on a relevant or timely topic. It is generalizable and portable; it includes strengths and weaknesses. Conclusions are well supported. Suggestions are offered for further study.
- 4. Preparation:** The proposal is well-grounded in a theoretical/conceptual framework, relevant literature, and/or prior work. It demonstrates authors' familiarity with the topic. The methods match intended purpose of the proposed presentation.
- 5. Presentation:** The proposal describes methods/activities and a detailed plan for use of time that will engage participants, encourage reflection and critique, and achieve the goals/purpose of the proposed presentation. Format and content should fit session type.
- 6. Membership Appeal:** The proposal represents work or addresses a topic/issue that is relevant or important to members of the Generalists in Medical Education.

## Description of Program Sessions

### Problem -Solving Sessions

Problem - Solving Sessions are designed for intensive, small group discussion focused on a particular issue, theme or problem. The presenter introduces the sessions by providing stimulus material and is



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also responsible for organizing small group interaction on the topic. A variety of small group formats can be used to explore potential solutions or alternatives. At the end of the small group sessions, the groups share their ideas, and a summary statement is developed. Select amongst 60, 90, and 120 minutes.

### **Skill Acquisition Sessions**

Skill Acquisition Sessions are instructional sessions in which presenters teach particular skills or techniques. The session should accomplish specific learning objectives designed to provide Generalists with increased competence in some area of medical education. The session should include opportunities for practice and feedback. When this is not possible, the sessions must include time to discuss how skills can be applied in the participants' work settings. Select amongst 60, 90, and 120 minutes.

### **Pecha Kucha**

**NEW!** Pecha Kucha is a presentation style that allows rapid sharing of rich information. The presentation process compels presenters to provide the most important information efficiently. The Generalists in Medical Education is piloting this format in 2016. Each presenter selected will show 20 images, each for 20 seconds. The images advance automatically and the presenter talks along with the images – each presentation lasts for 6 minutes and 40 seconds. Because of this, practicing the presentation at least six times is crucial to giving a good pecha kucha talk.

Never heard of Pecha Kucha format? Here's some additional information about it, and about how to get started:

- <http://www.pechakucha.org/>
- <http://avoision.com/pechakucha/guide-to-making-a-pecha-kucha-presentation-getting-started>

### **Descriptive Sessions**

Descriptive Sessions provide overviews or results of projects, programs, or strategies. The Program Committee will identify and group common topics among the selected proposals. A moderator will be chosen to coordinate the presentations and help facilitate discussion and exchange between the audience and presenters. Each Descriptive Session will include several short presentations with time allotted for audience discussion and exchange. Each Descriptive Session will include several 10-15 minute presentations with time allotted for audience discussion and exchange.

### **Panel Discussions**

A Panel Discussion features several individuals presenting their ideas regarding a specific issue or topic and responding to questions. A moderator will facilitate panel comments and audience participation. Proposals for Panel Discussions should include identification of all panelists by role/title (not name or



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institution), an abstract by each panelist to clarify their perspective on the topic, anticipated total session time, and the method by which audience interaction will be facilitated. Select amongst 60, 90, or 120 minutes.

### **Common Interest Roundtable Discussions**

Roundtable discussions are topic-specific discussion groups. The purpose is to provide an informal mechanism for sharing experiences, ideas, even studies or curricula in progress. Leaders will briefly present the topics for discussion and then facilitate discussion among breakfast table participants. (No audiovisual equipment or flip charts will be provided, but presenters are encouraged to provide handouts.) Common Interest Roundtable Discussions are 60 minutes.

### **Digital Poster Sessions**

The purpose of this session type is to have multiple presenters share unique programs, policies, measurement strategies, or projects that focus on medical education and its improvement. Digital posters may target a variety of topics, such as:

Innovative educational and assessment strategies for students, residents and faculty

Use of technology to support learning and development

Interprofessional educational opportunities

Curriculum and faculty development, testing and evaluation, and student services.

Each presenter will make a 5-10 minute presentation with time allotted for audience discussion and exchange.

After all presentations are introduced, attendees will be invited to learn more about the projects by joining authors for a roundtable discussion, allowing for a more in-depth examination of the topic. Presenters will be expected to provide handouts to participants. Proposals (blinded as to author and originating institution) will be peer-reviewed.

All authors must submit accepted poster slides to the program chair prior to the conference.