Dear Colleagues,

We are pleased to announce the call for proposals for the Generalists in Medical Education (TGME) annual conference.

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| **Dates:** | **Thursday, November 7, & Friday, November 8, 2024.** |
| **Location:** | **Atlanta, GA at The Courtland Grand Hotel** |
| | **https://courtlandgrandhotel.com/** |
| **Theme:** | **The Impact of Change in the Health Education Learning Environment** |

The impact of change in the health education learning environment is profound, affecting both students and educators alike. Shifts in curriculum, teaching methodologies, technological integration, and societal demands all contribute to the evolving landscape of health education.

What changes can enhance students' understanding and application of health concepts? How are we currently promoting critical thinking skills and preparing learners for real-world challenges? In what ways does the adaptable learning environment foster educators' creativity and efficacy in delivering relevant and engaging content? How can health education institutions embrace change and innovation to better equip learners with the knowledge and skills necessary to navigate the complexities of modern healthcare systems and promote individual and community well-being?

The Generalists in Medical Education conference is where health professions educators and students from across the United States gather to make connections, share ideas, grow professionally, and discover solutions to challenges in teaching and learning.

**You are invited to submit a proposal for this year's conference**. The conference will provide a forum to share your educational research and innovations.

**The Generalists in Medical Education** offer a variety of proposal and presentation formats *(see pages 3-10 for full descriptions)*:
- a) Round Table Discussions
- b) Descriptive Sessions
- c) Ignite Presentations
- d) Panel Discussions
- e) Problem-Solving Sessions
- f) Skill Acquisition Sessions

To ensure a diverse program, an individual can only be lead author/presenter on one accepted proposal. However, individuals can be supporting authors on up to three accepted proposals.

**<mark>Proposals can be submitted</mark>** via https://sessionize.com/TGME_2024 **More information, including a Submission Tip sheet, is available on the TGME website:** https://thegeneralists.org/

Proposals must be submitted electronically no later than **11:59 pm EST on May 13, 2024.**

**Interested in being a reviewer?** The success of any conference rests on high-quality proposal reviews. If you are interested in volunteering your time to review, please complete this short survey: https://forms.gle/iF26DXHhzNogBdq5A

We look forward to another great conference!

Sincerely,

**Jean Bailey,** 2024 Chairperson of the TGME Steering Committee
**Anna Lama,** 2024 Program Co-Chair
**Amy Hall**, 2024 Program Co-Chair


**Please continue scrolling to see the full session descriptions and instructions.**

The essence of The Generalists in Medical Education national meeting is sharing, learning, and interaction among health professions educators. There are a variety of session formats which promote collaboration, innovation, and dissemination of your scholarly work. Interaction and participation are valued in all sessions.

To submit a proposal, we recommend that you navigate in this document to the session type you wish to submit. Create a Word document addressing each of the required elements in the structured proposal. Copy and paste that information into the required fields in the call for proposal submission form. At the end of that form, you will be asked to upload the Word document of your proposal.

**Proposals are limited to 5000 characters including spaces and excluding the title and references (roughly 800 words).**

## Contents

**Session Formats**

## Common Interest Roundtable Discussions

Common Interest Roundtable Discussions are topic-specific discussion groups. The purpose is to provide a mechanism for sharing experiences, including innovative technologies, studies, or curricula in progress. Table Leaders will briefly present the topics for discussion and then facilitate interaction among table participants.

Submit a structured proposal that includes the sections described below. **To ensure blind review, please do not include any identifying information (persons, institutions, etc.) in the structured proposal field.**

### Structured proposal

| | |
|---|---|
| **Title** | |
| **Abstract** | • Provide an abstract of the session in 300 characters (roughly 50 words) or less.<br>• If accepted, this abstract will be included in the conference program. |
| **Rationale** | • Identify the roundtable discussion topic(s) and explain why these topics are timely and important to medical education. |
| **Introduction** | • Describe the background, literature review, and/or needs assessment of the roundtable discussion topic(s). |
| **Outcomes** | • Identify the goals of addressing the roundtable discussion topics. |
| **Interaction** | • Identify the methods of participant interaction that are central to achieving the roundtable outcomes. |
| **Reference List** | • List of relevant references used to place the proposed presentation in the context of current thought and practice.<br>• The reference list <u>does not</u> count toward the proposal word limit. |
| **The session lasts for 60 minutes, <u>with</u> 10 minutes reserved for questions and networking** | |

# Descriptive Sessions

Descriptive Presentations are scholarly presentations focused on an educational innovation or research project. Structure the proposal around a research or innovation evaluation question which follows a logical sequence of reporting the background, purpose, methods, anticipated results/outcomes, and a discussion of findings. Topics directed toward the broader definition of scholarship are included here and some type of evaluative process with research results or outcomes data is expected at the time of the presentation. A moderator will coordinate the presentations and help facilitate the discussion with the audience. Each presentation will be allocated a 10-minute presentation time followed by 5 minutes for audience discussion and exchange.

Submit a structured proposal that includes the sections described below. **To ensure blind review, please do not include any identifying information (persons, institutions, etc.) in the structured proposal field.**

## Structured proposal

| | |
|---|---|
| **Title** | |
| **Abstract** | • Provide an abstract of the session in 300 characters (roughly 50 words) or less.<br>• If accepted, this abstract will be included in the conference program. |
| **Background** | • Describe the background, literature review, and/or needs assessment. |
| **Methods** | • Describe the methods of the study or the design of your program or project. |
| **Results/ Outcomes** | • Display and discuss the results of your data analysis or the evaluation of your project or program. |
| **Discussion** | • Conclude with a balanced discussion of the implications, caveats, and future directions for your study/project. |
| **Reference List** | • The reference list <u>does not</u> count toward the proposal word limit.<br>• List of relevant references used to place the proposed presentation in the context of current thought and practice |
| **This session lasts for 15 minutes, <u>with </u>5 minutes built in for audience questions and engagement.** | |

## Ignite Presentations

Ignite Presentations provide the opportunity for presenters to quickly report a thought-provoking idea or story to the audience that might merit further exploration. An Ignite Session will include many back-to- back conceptually or methodologically related presentations in rapid succession which will ignite the audience to share in the creative process of furthering investigation of the idea. Authors are encouraged to have **visually compelling** presentations accompanied by rich narratives or storytelling. Presenters get 20 slides, which will automatically advance every 15 seconds for a total of five minutes. The audience will be briefed at the beginning of the session on their role as experts providing feedback to the presenter in the brainstorming session that will follow the Ignite Session.

Submit a structured proposal that includes the sections described below. **To ensure blind review, please do not include any identifying information (persons, institutions, etc.) in the structured proposal field.**

### Structured proposal

| Title | |
|---|---|
| **Description** | • Provide a description of your talk in 300 characters (roughly 50 words) or less. <br> • If accepted, this description will be included in the conference program. |
| **Narrative** . | • Describe your talk. <br> • There is no prescribed format for the narrative other than it must have a clear beginning, middle and end There also should be a statement as to what feedback the presenter hopes to get from the audience. *For example, a statement could include, "I would like the audience to consider how I can improve student satisfaction with our innovation."* <br> • Ignite Presentations are meant to be intriguing. The reviewers will consider this in their review of your narrative, so be creative! |
| **Duration**: **The session lasts for 5 minutes, <u>with</u> additional time at the end of the entire session for audience question and answers.** | |

## 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 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.

Submit a structured proposal that includes the sections described below. **To ensure blind review, please do not include any identifying information (persons, institutions, etc.) in the structured proposal field.**

### Structured proposal

| | |
|---|---|
| **Title** | |
| **Abstract** | • Provide an abstract of the session in 300 characters (roughly 50 words) or less.<br>• If accepted, this abstract will be included in the conference program. |
| **Rationale/ Background** | • Provide the background for the panel discussion topic. |
| **Session Outline** | • In general terms, explain how you propose the panel discussion will proceed.<br>• Indicate how much time each panelist will use and how the audience will be involved. |
| **Reference List** | • List of relevant references used to place the proposed presentation in the context of current thought and practice<br>• This does not count toward the proposal word limit. |
| **This session lasts for 60 minutes, <u>with</u> 10 minutes built in for audience questions and engagement.** | |

## 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 session by providing stimulus material and is also responsible for organizing group interaction on the topic. A variety of group facilitation strategies can be used to explore potential solutions or alternatives. At the end of the session, the groups share their ideas, and a summary of potential solutions is developed.

Summit a structured proposal that includes the sections described below. **To ensure blind review, please do not include any identifying information (persons, institutions, etc.) in the structured proposal field.**

### Structured proposal

| | |
|---|---|
| **Title** | |
| **Abstract** | <ul><li>Provide an abstract of the session in 300 characters (roughly 50 words) or less.</li><li>If accepted, this abstract will be included in the conference program.</li></ul> |
| **Rationale/ Background** | <ul><li>Provide the background and significance for Generalists.</li></ul> |
| **Problem Presentation** | <ul><li>Explain how you propose to present the problem to the session participants.</li></ul> |
| **Small Group Activities** | <ul><li>Explain how you will involve participants in seeking solutions for the problem (e.g., role-plays, paper cases, videos, etc.).</li><li>Describe how will you facilitate the search for answers?</li><li>How much time will you allot to each activity?</li></ul> |
| **Summary** | <ul><li>Describe methods you'll use to collect and collate the ideas from the participants.</li><li>How do you propose to achieve consensus?</li><li>How much time will you use to present summary statements?</li></ul> |
| **Reference List** | <ul><li>List of relevant references used to place the proposed presentation in the context of current thought and practice.</li><li>The reference list <u>does not</u> count toward the proposal word limit.</li></ul> |
| **This session lasts for 60 minutes, <u>with</u> 10 minutes built in for audience questions and engagement.** | |

## 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.

Submit a structured proposal that includes the sections described below. **To ensure blind review, please do not include any identifying information (persons, institutions, etc.) in the structured proposal field.**

Structured proposal

| Title | |
|---|---|
| **Abstract** | • Provide an abstract of the session in 300 characters (roughly 50 words) or less.<br><br>• If accepted, this abstract will be included in the conference program. |
| **Proposed Skill** | • Clearly describe the skill you propose that the participants will learn during the session. |
| **Rationale/ Background** | • Describe why the proposed skill is one that Generalists need and include the background and significance for the Generalists. |
| **Learning Activities** | • Explain how you will involve participants in skill development (e.g., role-plays, paper cases, videos, etc.).<br><br>• **All skill acquisition proposals <u>must</u> include a timeline of activities**. (e.g., How much time will you allot to each activity of the proposed session?) |
| **Reference List** | • List of relevant references used to place the proposed presentation in the context of current thought and practice.<br><br>• The reference list does not count toward the proposal word limit. |
| **This session lasts for 75 minutes, <u>with</u> 10 minutes built in for audience questions and engagement.** | |

## Proposal Review Criteria

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

Proposals **(blinded 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 interaction methods match intended purpose of the proposed presentation.

5. **Engagement:** 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.