



Call For Abstracts Instructions 2024

Submission Deadlines

Call for sessions and workshops: February 9, 2024 – 11:59 p.m. (ET)

Call for free-standing papers and posters: April 5, 2024 – 11:59 p.m. (ET)

Call for Big Ideas Soapbox: April 26, 2024 – 11:59 p.m. (ET)

Please read all instructions before completing your submission.

Abstract Types

1. Sessions

One-credit-per-hour sessions: Sessions at FMF are typically one hour in length, as our attendee surveys indicate this is the preferred duration for all sessions. The recommended format for in person is 75% presentation and 25% reserved for Q&A. **Accepted sessions are all certified as part of FMF.**

2. Workshops

Two- or three-credit-per-hour Mainpro+ workshops: These are small-group workshops that must be certified separately through the CFPC's National Office. Workshop providers should aim to have 10 to 12 participants per facilitator. Please review all Mainpro+ guidelines prior to submitting a two- or three-credit-per-hour workshop. If virtual, these sessions will all be conducted in a meeting format where all participants can be seen and speak freely. The randomized breakout group option would be used for any small group activities within the workshop. **Workshops held in person will be scheduled throughout the week of the in-person event. All virtual workshops will be held pre-conference**

3. Free-standing papers

Free-standing papers: These presentations (teaching, research, and practice improvement related) are 10-minute oral presentations with an additional five minutes for questions. Research/practice improvement includes projects on primary care research as well as those including rigorous evaluations of innovations that improve family medicine practice and/or primary health care.

Original research abstracts must meet these requirements:

- All research must be complete when the abstract is submitted
- Previously published research is not acceptable for presentation
- The abstract must include at least one learning objective
- The abstract sections Objective, Design, Setting, Participants, Intervention (if appropriate), Main outcome measures, Results/Findings, and Conclusion
- In the author list section, list **all** authors (including your name, if applicable) and place an asterisk (*) after the primary presenter's name; do not include any names of presenters or authors in the abstract

Sample:

Objective: State the primary objective of the study (e.g., “To determine the effect of ...” OR “to explore the experience of ...”). **Design:** State the basic design of the study (e.g., randomized controlled trial, cohort study, survey, systematically conducted review, program evaluation, grounded theory, qualitative descriptive). **Setting:** Identify the setting in which the study took place. **Participants:** Explain the important eligibility criteria and key demographic characteristics of the participants. Provide the sample size. **Intervention** (if applicable): Describe the essential features of any intervention, key instrument, or database used to complete the study. **Main outcome measures:** State the primary outcome measures of the study (if applicable). **Results** (or if qualitative methods, “**Findings**”): Provide the main results of the study or evaluation. **Conclusion:** State the study’s conclusions that are supported directly by the study results as well as their potential implications.

For more information please visit (www.cfp.ca/content/Author-Instructions).

4. Posters

Posters: Poster presentations showcase academic, research/practice improvement, or clinical information that is typically a result of an individual or team project/initiative. You may submit one poster per call only. The same poster cannot be presented twice. Student and resident posters are welcome.

Original research abstracts must meet these requirements:

- All research must be completed at the time the abstract is submitted
- Previously published research is not acceptable for presentation
- The abstract description should use these headings (see sample above): Context, Objective, Design, Setting, Participants, Intervention (if appropriate), Main outcome measures, Results/Findings, and Conclusion
- List **all** authors (including your name, if applicable) and place an asterisk (*) after the primary presenter’s name; do not include the names of any presenters or authors in the abstract

Original research/practice improvement work-in-progress (poster submissions only) must meet these requirements:

- All posters for work in progress must have “Work-in-Progress” in the title
- Previously published research is not acceptable for presentation
- The abstract description should use these headings (see sample above): Context, Objective, Design, Setting, Participants, Intervention (if appropriate), Main outcome measures, Results/Findings, Conclusion
- The methods section should include a statement indicating that the work has been approved or exempt by the local Research Ethics Review board; those that do not have one of these will not be included in the review process
- List **all** authors’ names (including your name, if applicable) and place an asterisk (*) after the primary presenter’s name; do not include any names of presenters or authors in the abstract

5. Big Ideas Soapbox submissions

Do you have an idea that could make a difference to clinical practice, faculty development, post-graduate or undergraduate education, patient care and outcomes, or health policy? This session offers a

platform for innovators to share fresh ideas, innovative thinking, and fledgling developments with the potential to initiate change. With audience participation, let's put some ideas to the test!

Presentation criteria:

The author of the idea selected for presentation must present live during the session at FMF. Each speaker will have three minutes to present their innovation. Audience members then have an opportunity to question the speaker(s), critique innovations, and cast their vote to choose the most compelling innovation. All the presented ideas will be published in *Canadian Family Physician*.

The idea or innovation must be:

- Creative—Novel and therefore not yet implemented, tested, or published
- Ethical
- Suitable for dissemination—Based on a strong rationale and/or evidence to suggest it is feasible and has potential to make a difference

The idea submissions must meet the following criteria:

- Paragraph one (150 words or fewer): Describe your idea/ innovation
- Paragraph two (150 words or fewer): Describe the idea/innovation's hypothesized effect(s) and how they might be measured

Abstract Guidelines and Tips

Important notes:

- Abstracts will not be edited for grammatical errors and will be published as submitted; please review your abstract to ensure there are no errors prior to submission
- Abstracts must not contain charts, graphics, citations/references, credits, or bullets
- Use generic drug names instead of brand names wherever possible, as the use of specific brand names is strongly discouraged

Noting authors and presenters:

- Do not include your name or any reference to your company name (if applicable) or the names of any presenters/authors in the abstract
- When noting credentials in the author list, do not include degrees in progress (or bachelor's degrees of non-physicians)
- If applicable, MD should be the first credential listed and the number of degrees/designations per author is limited to four

Title: The word count maximum for the abstract title is eight words. Your title should be short and concise, capturing the essence of the presentation. The title will be the session's key identifier and will define the primary focus of the session for registrants. Titles are presented in title case; **do not use all caps.**

Learning objectives: The word count maximum for each learning objective (maximum three learning objectives) is 15 words. A clear learning objective states what the learner will be able to do upon completion of a CPD activity, in terms of behavioural change. A clear objective identifies the physician behaviour or desired outcome of the educational offering. These behaviours and/or outcomes have been identified through the needs assessment process.

Step 1: Learning objectives to begin with the phrase, “At the conclusion of this activity, participants will be able to”

Step 2: Describe the information, skills, behaviours, or perspectives participants will acquire through attendance at and participation in the session. Use verbs that describe an action that can be observed and that is measurable within the time frame of the activity.

Step 3: Specify how the learner will be able to master these objectives as a result of participation in the activity.

Sample learning objectives:

1. Describe the physical attributes of a school-age child with undiagnosed diabetes.
2. List three of the currently approved statin drugs.

Relevant verbs: adjust, apply, assess, compare, conclude, define, demonstrate, describe, detect, determine, differentiate, distinguish, evaluate, examine, explain, explore, identify, implement, integrate, interpret, investigate, list, measure, organize, participate, perform, plan, predict, prepare, produce, recognize, use, verify, write

Verbs to avoid: appreciate, comprehend, familiarize, know, study, understand, learn

Description: The word count maximum for the description is 300 words. Descriptions should be clear and concise and include the methods used. The FMF Committee requires the use of non-discriminatory language in presentations and, specifically, gender-neutral language and bias-free communication. Your audience will be looking for “pearls for practice” rather than abstract philosophy.

Review Criteria: Clinical Sessions and Workshops

Please note that the FMF Committee will review a maximum of five abstracts per primary presenter.

Primary Category:

You must select a **Primary Category** when submitting your abstract. Sessions and workshops are reviewed and categorized for comparison using the primary category only. You may select additional categories for tagging in the FMF mobile app

Category Notes: Most categories are self-explanatory with a few exceptions (see below) that may require additional context.

General Family Practice: Please select this category only if your abstract **absolutely does not** relate to any of the other 50 streams or topics available. You will not be able to select subcategories if this is selected as the primary category.

Health Humanities: This refers to interdisciplinary approaches (including storytelling, history, art, music, and narrative) that explore topics such as resiliency, burnout prevention, and patient care related to illness and well-being.

Enhanced Clinical: Tailored to meet the needs of practitioners who have an interest in focused clinical areas/communities of practice, including those with Certificates of Added Competence (CACs), the enhanced clinical sessions facilitate learning and strengthen added competencies.

Family Medicine Profile: Please review the profile to identify which area of Family Medicine this session best relates to. (<https://www.cfpc.ca/CFPC/media/Resources/Education/FM-Professional-Profile.pdf>)

Submissions will be peer reviewed based on the following criteria:

- Does this topic meet the needs of our members and their communities?

- Is the content appropriate and will it appeal to a national audience (i.e., not province-centric)?
- Does the abstract meet the criteria for Mainpro+ certification?
- Was the conflict of interest information appropriately declared and mitigated?
- Does the abstract deal with an important issue?
- Are the objectives actionable, measurable, well-defined, specific, and reflective of needs?
- Are the objectives attainable using the methods described?
- Are the learning objectives learner-centred and do they measure a range of educational outcomes?
- Do the learning objectives specify appropriate conditions for performance?
- Are the learning objectives written in terms of observable behavioural outcomes?
- Is the description clear and well-written?
- If applicable, is research ethics board approval or exemption is explicitly stated?

Review Criteria: Teaching Sessions

We encourage abstract submissions related to teaching, preceptorship, and educational leadership in all areas of family medicine education across the continuum—from undergrad to postgrad, to faculty development, and to CPD. As we move towards practice models that are team based, we welcome health professional educators from different disciplines and professions as session presenters. In addition to using the review criteria for clinical sessions, the teaching stream will be developed to ensure a balance of sessions across the [Fundamental Teaching Activities \(FTA\) Framework](#) domains and levels of expertise. Submitters will be asked to indicate the following during the submission process:

The FTA Framework domain targeted:

- Clinical preceptor (teacher working with learners in the clinical setting where patient care is being provided)
- Teachers outside the clinical setting (teacher outside the delivery of direct patient care, such as lectures, small groups, online activities, etc.)
- Educational leader (teacher in a leadership role supporting an educational program/curriculum development /educational administration /faculty or faculty development)

The intended audience level of expertise:

- Novice (teachers with limited experience precepting learners in the clinical setting or teaching/facilitating lectures/seminars)
- Developing (teacher with developing experience precepting learners in the clinical setting or teaching/ facilitating lectures/seminars and early curriculum development and programmatic assessment)
- Experienced (teachers with broad experiences precepting learners in the clinical setting or teaching/facilitating lectures/seminars and curriculum development/programmatic assessment)

Goal of supporting the development of family medicine teachers

Aligned with our goal of supporting the development of family medicine teachers and their career progression, the Section of Teachers is limiting acceptance of two abstracts within the teaching stream per primary presenter.

We encourage experienced teachers to support the further development and career progression of less experienced teachers through mentorship and other supportive roles on abstract submission as a secondary presenter or author. We also encourage co-facilitation reflecting diversity including perspectives from patients, learners and other health professionals.

The preference is for sessions or workshops to be one hour in length. Consideration will be given for longer workshops that demonstrate significant interaction in a live format.

[Click here](#) to view an example of a teaching session abstract.

Review Criteria: Research Sessions, Free-Standing Papers, and Posters

Submissions will be evaluated using the following criteria (each on a five-point scale):

- Relevance to family medicine, primary health care, and patient-oriented research
- Clarity of the research question and appropriateness of the methods
- Trustworthiness of the results/findings
- Potential impact of the findings or conclusions
- Overall interest to family physicians and family medicine researchers
- Research ethics board approval or exemption explicitly stated

Features that increase the likelihood of results being trustworthy:

- Cohort/observational studies: inclusion criteria are clear; sample size is sufficient; validated and reliable measures are used; response rate is greater than 80 per cent; follow-up rate is greater than 80 per cent (if longitudinal); statistical analysis is appropriate; conclusions are justified by the results/findings
- Trials: inclusion criteria are clear; allocation is randomized; randomization is concealed; blindness is considered; sample size is sufficient; valid and reliable measures are used; follow-up rate is acceptable; statistical analysis is appropriate; conclusions are justified by the results/findings
- Qualitative studies: methodology is stated (e.g., grounded theory, phenomenology); sampling is justified (e.g., purposive, theoretical, snowball); data are collected; type of analysis is described (e.g., iterative, thematic, constant comparison); conclusions are justified by the findings

Mainpro+ Certification (Sessions, Workshops and Free-Standing Papers)

Eligible topics include:

Clinical medicine; collaborative or team-based care; faculty development; health system renewal/improvement/change; innovative health practices; practice management; primary care and patient-oriented research; resiliency and burnout prevention; social determinants of health; therapeutics; topics directly linked to CanMEDS-FM Roles.

Ineligible topics:

Any topics outside the generally accepted scope of practice in family medicine; alternative health practice techniques; business topics for physician benefits (e.g., personal financial planning); CCFP/CAC exam prep courses; and programs for personal well-being (e.g., yoga), self-growth, or personal development.

Presenter Information:

Session and workshop presenters: Only the primary presenter will receive complimentary registration for the day they present. All co-presenters will be required to pay the registration fee.

Posters, Big Ideas Soapbox, and free-standing papers: Presenters must be registered and are required to pay the daily registration fee.

Correspondence: Information will be sent to the original submitter only; therefore, we ask that this individual share all correspondence/instructions with co-presenters.

Conflict of Interest: It is important to state all conflicts of interest up front upon submission. If any affiliations exist, with you or any of your co-presenters, please state how these will be mitigated with your submission. The primary presenter of each session is responsible for ensuring all co-presenters complete and submit a CFPC Conflict of Interest form.

Commitment: If your abstract is accepted for the FMF program, it is extremely important that you honour the commitment to present. It is also greatly appreciated if you submit a copy of your handouts and/or slides in advance of your presentation to help promote and support excellence in CPD within family medicine. All recorded presentations are retained and used exclusively by the CFPC for CPD and promotional purposes as needed.

Mandatory Reference Materials

- Conflict of Interest mandatory slides, forms, and quick tips: (<https://fmf.cfpc.ca/speaker-resources>)
- CFPC resources for CPD providers: (<https://www.cfpc.ca/en/education-professional-development/cpd-program-certification/cpd-program-certification>)
- Mainpro+ Quality Criteria Scoring Framework: (<https://fmf.cfpc.ca/wp-content/uploads/2018/02/Quality-Criteria-Scoring-Framework.pdf>)
- National Standard for Support of Accredited CPD Activities: (<https://www.cfpc.ca/CFPC/media/Resources/Continuing-Professional-Development/National-Standard-for-Support-of-Accredited-CPD-Activities-FINAL-ver-23-1.pdf>)
- CMA Policy Guidelines for Physicians in Interaction with Industry: (<https://www.cma.ca/guidelines-interacting-industry>)

**Thank you for your efforts and your commitment to provide
the highest-quality education in family medicine.**