



2018 PAEA Education Forum Call for Proposals

Proposal Information and Submission Guide

PAEA officially invites proposals for the 2018 Education Forum to be held in Anaheim, California, on October 24–27, 2018. This year’s conference theme is:

Our Future Starts Now

What will the next 50 years for the PA profession look like, and how will PA education keep pace with the sweeping changes taking place in health care and higher education? This question is the premise on which the theme of this year’s Forum rests — we invite you to imagine, ideate, and predict the future of PA education. The theme will be woven throughout the entire conference and, though it will not be a criterion during review, we urge anyone who plans on submitting a proposal to consider incorporating this theme into their work to help advance PAEA’s focus on the future.

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Education Forum Vision and Guiding Principles

In alignment with its mission, PAEA is committed to the delivery of high-quality educational programming for PA educators that is evidence-based and built on the principles of adult learning. Each year, when the content for the Forum is developed, PAEA does so with the goal of reflecting and addressing the diversity of interests, needs, and emerging issues in PA education.

This year the Forum will feature more focused sessions that address the most important issues facing PA education, a better mix of advanced topics for experienced faculty and foundational topics for newer faculty, and greater transparency in the session proposal and selection process. With the exception of research briefs and poster presentations, all education sessions will need to fall in one of the seven program tracks detailed below.

Program Tracks

Competency-Based Education

Focused on the theoretical underpinnings and practical applications of competency-based education, including what it is, how to implement it, common pitfalls, and how to assess competency. Sessions may explore topics such as current competency-based medical education frameworks in PA and physician education, such as entrustable professional activities, and the future of competency-based medical education.

Integrating Technology into the Learning Experience

Focused on the learning experiences and instructional methodologies that leverage technology to enhance learning. Sessions may explore topics such as the use of technologies, such as simulation and ultrasound, as well as teaching models, such as blended and online learning. Sessions should focus on how technology is being used to complement learning and contribute to student success, as well as best practices to help guide educators.

Teaching the 21st Century Learner

Focused on teaching in a learner-centered way. Sessions may explore topics such as using the principles of backward design, active learning strategies, increasing learner engagement, tackling wicked problems and innovative teaching ideas. Sessions may also touch on best practices for promoting a culture of continuous quality improvement in didactic learning experiences and may target a novice to advanced audience.

Transforming the Student Experience

Focused on the policies, practices, environments, and strategies that lead to student success and foster learner engagement. Sessions may explore topics such as teaching students how to learn and study, guiding students through transitions to a

professional program, best practices for promoting professional behaviors during the program and beyond and developing students into leaders.

Driving Innovations in Clinical Education

Focused on designing meaningful clinical learning experiences. Sessions may explore topics such as designing longitudinal and integrated rotations, assessing clinical performance, tracking procedures, along with preceptor recruitment and retention. Sessions may also explore best practices for promoting a culture of continuous quality improvement in clinical rotation experiences.

Organizational Success

Focused on the leadership capabilities and organizational infrastructure needed for success. Sessions may explore topics such as creating opportunities for promotion and tenure, program evaluation and accreditation, managing up, advocating for resources, and the qualities of successful leaders.

Inclusive Excellence

Focused on how programs can promote access, student success, and high-quality learning through the integration of diversity, equity and educational quality in programs. Sessions may explore topics such as student recruitment and admissions, faculty recruitment and retention, issues of diversity and inclusion in PA education and trends in the practice environment affecting education.

Research Submissions

Research is one of the major pillars of PAEA's mission. As such, we promote rigorous, high-quality research within PA education and the profession, including at the Forum. Original research of any kind, whether education-related or workforce-related, is welcome as a poster or research brief submission.

General Submission Information

Important Dates

Authors must submit proposals electronically through [PAEA's Call for Proposals website](#) no later than **March 30, 2018, at 11:59 p.m. ET**. Proposals *can* be edited and reviewed until this deadline, but not after.

Once you have successfully completed the submission application, you will receive an email notification confirming receipt of your proposal. If you do not receive confirmation within 48 hours, please contact Forum@PAEAonline.org. Only the submitting/primary author of the proposal will receive email correspondence from PAEA regarding their presentation.

Education Sessions, including Research Briefs, will occur on:

- Thursday, October 25
- Friday, October 26
- Saturday, October 27

Poster Presentations will be held on:

- Friday, October 26
- Saturday, October 27

Registration

All accepted presenters are responsible for registering for the conference, paying the conference registration fee, and securing and paying for travel and lodging. Presenters may choose the one-day only registration option if attending only on the day they are presenting. Please plan and budget accordingly before submitting your proposal. (PAEA will not cover any additional costs such as travel and lodging expenses, online tools, assessments, books, or other presentation materials.)

Sharing Resources

All accepted presenters will be asked to upload related session resources (documents or links) prior to the start of the Forum. These resources provide support for the presentation and then become a part of the conference proceedings through the mobile app so that your valuable information is accessible beyond your session. If selected, you will be provided with further instructions on uploading your presentation materials.

Proposal Information

Accepted proposal information will be printed in the Forum's final program as it was submitted, with the exception of potential copyediting by PAEA staff. Changes to proposals will not be accepted after the online submission deadline.

Provisional Acceptance

PAEA may provisionally accept a proposal pending requested revisions, which may include a change to the presentation format. The primary contact for the proposal will be notified if revisions are requested.

General Submission Criteria

All Forum education sessions (Focused Discussions, Panel Presentations, and Makerspace Workshops) *must* fall into one of the seven program tracks:

- **Competency-Based Education**
- **Integrating Technology into the Learning Experience**
- **Teaching the 21st Century Learner**
- **Transforming the Student Experience**
- **Driving Innovations in Clinical Education**
- **Organizational Success**
- **Inclusive Excellence**

Word Limits: Even though the system may let you use more, there are word limits for many of the proposal submission sections. All session titles are limited to 10 words. Session purpose text must not exceed 300 words (~2,500 characters). You must have at least three learning objectives and they may not exceed 300 characters combined. Engagement Strategy text must not exceed 300 words (~2,500 characters). And the final program description must not exceed 50 words (~450 characters).

Session Format: A single session type (Research Poster, Research Brief, Focused Discussion, Panel Presentation, or Makerspace Workshop) must be chosen for each proposal submitted. Submission of the same presentation material in multiple formats will not be accepted. Additionally, presentations may not be sequential (i.e., part 1, part 2). **Proposal titles, descriptions, objectives, and presenters may not be changed after submission approval has been granted.**

Restrictions: You may submit more than two proposals for consideration, but you can only be accepted for involvement in two presentations, regardless of whether you are a primary author or a co-author. This limit does not include any research briefs and posters. If you have questions about this limitation, please contact Forum@PAEAonline.org. Students may be the lead author in poster submissions.

Conflict of Interest: All presenter(s) must read and complete a Conflict of Interest and Faculty Disclosure statement during the process of the proposal submission. The submitting/

primary author must complete this section for their co-authors at the time of submission. Presenters must disclose any known or potential conflicts of interest. Any source of funding must be disclosed at the time of proposal submission.

Right to Curate Content: PAEA reserves the right to solicit proposal submissions in order to ensure the vibrancy and applicability of Forum offerings to meet the membership's needs. All proposal submissions will be critiqued using the same published guidelines and criteria.

Scoring: Each submission is blinded and peer-reviewed by multiple PAEA staff, the Educational Programming Steering Committee, and additional conference proposal reviewers. Submission acceptance will be determined by both quality and relevance to the conference.

Blinded Review: All submissions will be blinded for peer-review. Please do not include identifying information in any part of your proposal text. This includes names of the primary author or co-author(s), the institutions they represent, or other information that would identify them.

Attendance Policy: The lead author of the proposal is expected to be present at the specified time during the Forum. If the lead author is unable to attend due to unforeseen, urgent circumstances, they must notify PAEA immediately. In most cases, the co-authors will be asked to present the material. A person who was not included in the original proposal cannot substitute for the absent presenter.

Please submit questions or concerns to PAEA staff at Forum@PAEAonline.org.

Session Formats and Descriptions

PAEA offers five unique session formats for which you can submit a proposal. These are:

- Research Submissions:
 - Poster Presentations
 - Research Briefs
- Education Sessions:
 - Focused Discussion
 - Makerspace Workshops (formerly “Workshops”)
 - Panel Presentation

Read more about each of these session formats below to determine which format would work best to present and facilitate learning in your particular area of interest and/or expertise.

Poster Presentations and Research Briefs

The following criteria should be followed *in addition* to those listed in the General Submission Criteria. Proposals will be divided into the following categories:

Original Research Brief or Research Poster — Report of an empirical, data-driven research project that has not been previously presented or published in PA education, or other areas where PAs are involved, including results from a grant-funded project.

Educational Innovation Poster — A poster about a teaching methodology, curricular design or implementation, learning opportunity, or other educational modality introduced into the clinical or didactic phase of a PA program.

Literature reviews are not acceptable for poster or research brief proposals, although meta-analyses are acceptable.

Authors are responsible for expenses associated with the submission, preparation, and materials for their presentation. This includes the printing of a poster for poster presentations. In addition, authors of accepted proposals are encouraged to submit to the *Journal of Physician Assistant Education (JPAE)* for consideration. These proposals will not be automatically published. Please refer to the [JPAE website](#) for submission guidelines.

Poster Presentation (50 minutes)

Poster presentations allow PA educators to display their scholarship in the area of either original research or educational innovations. Authors will print research results on finished posters (approximately 90 inches wide by 40 inches high) and present their work alongside other poster presenters during one of two poster sessions. These are not formal presentations; the sessions are open to all Forum attendees to informally ask questions and discuss the poster's content. If accepted, you will be notified about which of the sessions your poster presentation will be assigned to.

Research Brief (20 minutes)

Similar to poster presentations, research briefs enable PA educators to present their scholarship in the areas of original research. Unlike poster presentations, research briefs are a formal presentation in front of an audience. Evidence of data collection and analysis is required at the time of submission. All authors for these presentations will be included in the final program, however, a maximum of two presenters is recommended.

Research Submissions Scoring Criteria

Abstracts must include the following sections:

Purpose: A clearly articulated statement explaining why the study was done and, if applicable, the research question(s).

Methods: A clear description of materials, methodology, and, if applicable, analytic plan.

Results/Outcomes: A clear statement of the presentation's main conclusions and findings. If final results are not yet available, then preliminary results must be included.

Discussion: This should include a report on the importance of the results of the study or educational innovation and their applications to PA education; it may also include implications, limitations, biases, and recommendations.

Each abstract component must be no more than 100 words. Examples are available in the FAQs section on page 12. Abstracts submitted without any results/outcomes or discussion will be disqualified, as it is very difficult for reviewers to judge the merits of a research brief or research poster proposal that has no data or results. If you feel you will not have adequate results, including any preliminary findings, in time for the submission deadline, you are encouraged to delay your submission until the following year.

Education Sessions

The following criteria should be followed *in addition* to those listed in the General Submission Criteria on page 9. Note that while some of the scoring criteria below map to specific questions on the submission form, not all of them do. Some scoring criteria take into consideration the entire proposal.

Focused Discussion (50 minutes)

In this format, presenters will provide concise information in a lecture or active-learning format about a specific topic, particular educational findings, or observed experiences while also engaging session attendees. These sessions are the best option for conducting interactive, problem-solving conversations, which may include brainstorming, exchanging ideas on a specific issue or challenge, and/or creating educational material.

Focused Discussion Proposal Scoring Criteria

Purpose (30)

This section should include a statement of the educational need, issue, topic, or perspective being addressed and an explanation as to why it is important to the educational community. This may include introductory/background knowledge, prior research, new or updated requirements that need to be met, or other important components of the innovations, issues, topics, or perspectives being addressed.

Learning Objectives (10)

Learning objectives should provide a clear picture of the specific skills or content mastery that will be achieved as a result of the session. Learning objectives should contain verbs that describe observable, measurable, and/or achievable actions.

Engagement Strategy (20)

This section should describe the presenter's plan to organize and deliver the content while also engaging the participants. It should describe how interactivity will be used to support achievement of the learning objectives.

Evidence from Research (20)

This section should show the connection between research or peer-reviewed literature and the educational innovation, issue, topic, or perspective being addressed.

Readability (10)

Proposals will be scored based on whether they are clear and easy to read.

Originality (10)

Proposals will be scored based on whether they are unique and add value to PA education.

Panel Presentation (50 minutes)

Panel presentations are the best option when the goal is to provide varying views and opinions on a particular issue or topic relevant to PA education. Panelists are individuals who have distinguished themselves in the topic area of the presentation through scholarship and/or experience. Panels require a minimum of three and no more than five presenters. Of the 50-minute presentation, at minimum 10 minutes must be reserved for audience questions and answers.

Panel Presentation Proposal Scoring Criteria

Purpose (10)

This section should include a statement of the issue or topic being addressed and an explanation as to why the issue or topic is important to the educational community. This may include prior research, gaps in knowledge, new or updated requirements that need to be met, or other innovations.

Learning Objectives (10)

Learning objectives should provide a clear picture of the specific skills or content mastery that will be achieved as a result of the session. Learning objectives should contain verbs that describe observable, measurable, and/or achievable actions.

Engagement Strategy (20)

This section should describe the presenter's plan to organize and deliver the content while also engaging the participants. It should describe how interactivity will be used to support achievement of the learning objectives.

Evidence from Research (20)

This section should show the connection between research or peer-reviewed literature and the educational innovation, issue, topic, or perspective being addressed.

Recommendations for Others (20)

What are the recommendations? Are there benefits to practicing professionals, potential impact on the broader community? What are the pitfalls, if any?

Readability (10)

Proposals will be scored based on whether they are clear and easy to read.

Originality (10)

Proposals will be scored based on whether they are unique and add value to PA education.

Makerspace Workshop (80 minutes)

With the “Our Future Starts Now” theme in mind, PAEA is revising its former “Workshop Presentation” session type to Makerspaces Workshops. These are experiential and/or hands-on sessions that focus on educational techniques, approaches, skills, creativity, and creation. Small-group interaction should comprise the large majority of this presentation format. The presenter’s role is facilitative rather than instructional, and participants should walk away having made or developed something that they can take back to their program and put to use.

Makerspace Workshop Proposal Scoring Criteria

Purpose (20)

This section should include a statement of the educational need or problem being addressed and an explanation as to why it is important to the educational community. This may include prior research, gaps in knowledge, new or updated requirements that need to be met, or innovations and solutions to the problem.

Learning Objectives (10)

Learning objectives should provide a clear picture of the specific skills or content mastery that will be achieved as a result of the session. Learning objectives should contain verbs that describe observable, measurable, and/or achievable actions.

Engagement Strategy (30)

The session outline should contain a detailed description of how you will run the session, and must include a description of the instructional methodologies that will be used to facilitate learning based on the list of learning outcomes provided in the previous section.

Evidence from Research for Innovation (20)

This section should show the connection between research or peer-reviewed literature and the work being done in the Makerspace Workshop.

Readability (10)

Proposals will be scored based on whether they are clear and easy to read.

Originality (10)

Proposals will be scored based on whether they are unique and add value to PA education.

Frequently Asked Questions

When is the submission deadline?

March 30 at 11:59 p.m. ET.

If I miss the deadline, can I still submit?

No, all submissions must be received by the deadline.

Is there anything new this year?

Yes, there are a handful of new things this year!

- 1. All sessions (with the exception of posters and research briefs) must fall into one of the seven tracks:**
 - a. Competency-Based Education
 - b. Integrating Technology into the Learning Experience
 - c. Teaching the 21st Century Learner
 - d. Transforming the Student Experience
 - e. Driving Innovations in Clinical Education
 - f. Organizational Success
 - g. Inclusive Excellence
- 2. We have eliminated the Spotlight session format**, which was a format previously used to provide lecture-style presentations. Much of the research and literature around learning tells us that long, didactic-style lectures don't work well for most learners; learners learn best when being actively engaged throughout a session. With that in mind, and considering PAEA's move to providing more education based on principles of adult learning, we have taken Spotlight format away this year. Instead, we encourage anyone submitting these types of proposals to submit a Focused Discussion proposal and develop an engagement strategy that includes active learning.
- 3. We have changed the name of Workshop Presentations to Makerspace Workshops.** We have made this change to help keep the focus of these session formats on problem-solving and the creation of tools, strategies, etc. that attendees can take back to their program and put to use. This name change also helps better distinguish the workshop-style education sessions from the standalone, multi-day PAEA Workshops.

Is there a limit to how many proposals I can submit?

There is no limit to the number of proposals you can submit, but you can only be accepted for involvement in two presentations, regardless of whether you are a primary author or a co-author, unless otherwise invited by PAEA.

How many presentations am I allowed to participate in?

You can only be involved in two presentations. This limit does not include research briefs and posters. If all of your submissions are accepted, PAEA reserves the right to limit the number of presentations to two.

What if I am not sure which format will work best for my proposal?

Refer to the Session Formats and Descriptions section on page 7. If you are still not sure which format might work best for your proposal, contact PAEA staff at Forum@PAEAonline.org.

What are some of the common reasons that proposals do not get accepted?

- The submission does not adhere to the guidelines (including citation style). Please be sure to read all of the guidelines prior to submitting.
- The submission contains significant typographical and/or grammatical errors. Please proofread your submission and have someone else review it before you submit.
- Research briefs and research-based poster proposals contain no stated results. Preliminary results are acceptable. Proposals for which no results are available at the time of submission will not be reviewed.
- Citations are not relevant to the submission topic or do not represent the most recently available information on the subject.

Can I make changes to my proposal?

In PAEA's submission system, you are able to make and save changes to your proposal as many times as you wish until March 30 at 11:59 p.m. ET. No changes can be made after the deadline. The system will email you a confirmation that your submission was received.

Do I have to include five references?

Every research brief and poster presentation submission must include references — a minimum of three and a maximum of five. (These are optional for education sessions.) References must be written using AMA citation format. For reference examples, the [AMA Manual of Style](#).

What if I am unable to attend the Forum? Can I ask someone else to present in my place?

The main or primary author of the proposal is expected to be present at the specified time during the Forum. If the lead author is unable to attend due to unforeseen, urgent circumstances, notification must be given immediately to PAEA at Forum@PAEAonline.org. In most cases, the co-authors will be asked to present the material. A person who was not included in the original proposal cannot substitute for the absent presenter.

When will I find out if my proposal has been accepted?

Notifications will be sent by mid-June to the submitter/primary author listed in the proposal. Please take note of the email address submitted for the main contact, as email is the main method of communication used to provide updates, solicit information, etc. from authors of accepted submissions.

Can faculty at new or developing PA programs submit research brief and poster presentations?

Yes, as long as the criteria for the submission are met. This is especially true for educational innovation topics that your program may be developing.

Which type of proposals can students submit?

Students can submit poster proposals. Students are required to have faculty as supporting authors and both should attend the poster session to present. Students are ineligible to submit for other formats at this time.

For research brief and poster presentations, are there examples of abstracts of original research and education innovation proposals?

Yes, please see below.

Original Research Abstract Example (Research Brief or Research Poster)

Purpose: As the PA profession continues to grow and expand, the number of applicants to PA programs has also increased. Thus, it is imperative that such programs select students who possess the necessary characteristics that will prepare them for educational success and certification. The purpose of this study was to identify which program admissions variables correlated with success within the university's PA Studies (PAS) Program.

Methods: Student admission and graduate data for PA students between the years 1998–2008 were analyzed ($n = 279$) using multiple and simple linear regression to determine which characteristics best predicted student success. Multiple linear regressions were conducted to determine which student characteristics were predictive of student performance. Separate simple linear regressions were conducted to explain the variance in graduate GPA and PANCE scores.

Results: Final regression models showed that both undergraduate and graduate GPA were significant predictors of PANCE scores, contributing nearly 15.0% to the variability in the PANCE score ($p < 0.05$). Undergraduate GPA was found to be a significant predictor of graduate school success. However, data analysis in this study did not show a significant relationship between interview score and the university's PAS success.

Discussion: Undergraduate GPA is an important variable to consider in the student selection process. However, there appear to be other variables that contribute to PA students' academic success and PANCE score that were not analyzed in this study. As the university's PA program finalizes its new curriculum, results from this study may be used to refine its admissions selection process to identify students who are most likely to succeed in the PA program and profession.

Educational Innovation Poster Abstract Example

Purpose: The ARC-PA's Accreditation Standards for PA Education state that students must receive experience in prenatal care. However, with a declining national birth rate, finding clinical sites in obstetrics is challenging, particularly in this particular region, which had a mean birth rate of 11.3 compared with 14.2 nationally in 2006. There is a national decrease in prenatal visits, especially among rural family physicians, which provided 38.6% of all prenatal visits in 1995–1996, but only 12.9% in 2003–2004.

Methods: From a class of 66 students, 17 students lacking prenatal care experience were identified using an electronic student tracking program. Two three-hour workshops were held, and each involved three pregnant patients who were recruited from a local clinic and who had a gestational age > 26 weeks. Prenatal care was reviewed and examination techniques were demonstrated. Students performed a complete first-visit history and abdominal exam and calculated gestational age of all three patients. Students worked cooperatively on two cases created to illustrate common problems and issues in prenatal care. A worksheet defining obstetrical terms was completed. Competency was demonstrated by worksheet completion and acceptable performance in the workshop. The second workshop was opened to all students due to student request, with three new prenatal patients and three different cases.

Results: Analysis of the assignment demonstrated appropriate and acceptable knowledge of prenatal care. Student evaluations ranked the experience as 4.5 on a Likert scale of 1 to 5.

Discussion: The prenatal workshop gave students experience; however, the workshop was limited to healthy volunteers of a certain gestational age, and acute and problematic prenatal care could be presented only in case studies. Our workshop was conducted by a board-certified obstetrician-gynecologist. The workshop could be standardized for use in other PA programs; the flexible format could be enlarged to provide more patient experiences and case studies.

Have additional questions? Please contact PAEA at Forum@PAEAonline.org.