UK Conference
Communication in Undergraduate Medical Education
Wednesday 11th March 2015
Theme: Patient involvement and communication education

GUIDELINES FOR SUBMISSION OF ABSTRACTS

Oral & poster presentations, symposia, and workshops should be submitted by midnight 16th January 2015.

Each abstract must be submitted according to the instructions at www.kc-jones.co.uk/manchestercom

Abstracts should be submitted by email to the chair of the conference scientific committee [Dr Sarah Collins]: Sarah.Collins@manchester.ac.uk

Decisions will be circulated on or soon after Monday 26th January 2015.

INSTRUCTIONS FOR PREPARATION OF ABSTRACTS

Abstracts must include:

Title: Provide a title of 15 words or less
Type:
  Research - oral presentation
  Research - poster presentation
  Workshop
  Innovation

Research oral will be given a 15 min slot (10 mins talk plus 5 mins questions); research posters will be presented during lunchtime; innovations 30 mins; workshops 90 mins.

Authors and Institute of affiliation: Initials of first name(s) followed by surname(s)

Content: The abstract length is 200 words. The content and structure depends on the type of presentation you choose to submit. See below for content guidelines.

HOW ARE ABSTRACTS ASSESSED FOR INCLUSION IN THE SCIENTIFIC PROGRAMME?

All submissions will be independently assessed by two members of the Conference Scientific Committee (CSC). All abstracts are assessed on the following criteria:

- Submissions are received on time and in the required format (see instructions for preparation).
- That the abstract is of relevance to communication research, teaching and learning in undergraduate medical education.
- Spelling, grammar and English are satisfactory, and the abstract does not exceed the word limit.
- The CSC has the final decision on the inclusion of abstracts.

As there might be more abstracts submitted for research oral presentations than there are available slots within the programme, the CSC judges which submissions to include as oral or poster presentations. Additionally, those submitting for innovations or workshops might be offered an alternative presentation style. This judgment requires balancing the ideal programme with the abstracts submitted and their relevance to the conference theme.
NOTE: We are keen for this conference to be innovative and helpful for us as educators and consequently for our learners and our patients. If you would like to discuss your ideas before choosing a type of presentation mode [or even suggest alternatives], please contact: sarah.collins@manchester.ac.uk

A. Research papers for oral or poster presentation
Individual papers provide an opportunity to report the findings from research. The following sections are recommended for structuring your abstract.

- Title.
- Author(s) details (name and affiliation).

The body of the text should be no longer than 200 words and should include

- Background: state the primary objectives of the study, including the main research questions, aims or theory being tested.
- Methods: quantitative studies should include details of design, participants, measures and analyses; qualitative studies should include design, participants, methods of data collection and analysis.
- Findings: quantitative studies should include a summary of the results, which should contain numerical data; qualitative studies should include a description of the main findings generated by the themes or categories.
- Discussion

B and C. Workshops and Innovations
These provide an opportunity for a group of participants to achieve a specific goal or address a particular problem. They can also be a useful way to develop a consensus on a particular issue. They should have a clear structure and require active participation by everyone involved. They should not be unfocussed informal discussion around a topic; nor a didactic presentation.

B. Workshops
Workshops will be chosen for their potential to be experiential and to involve the audience in active participation. We are keen to promote experiential learning and development of ideas through application, practice, feedback and peer interaction. Workshops may be designed to: train or educate participants in a particular teaching strategy or theoretical approach, and/or to address a specific problem such as how to use run effective teaching on cultural and social diversity, and/or to develop methods for researching communication skills teaching. Workshops will be 90 minutes in duration and should be designed with this time in mind. The abstract and additional details should not exceed 200 words in length and could be structured as follows:

- Title.
- Convener(s) details (name and affiliation). The convenor(s) should take responsibility for leading the workshop.
- Purpose: a statement of the problem or goal to be addressed;
- Objectives: up to four objectives, summarising what you expect the workshop to achieve.
- Rationale: a rationale for the importance in communication education
- Activities: an indication of the activities that will be undertaken during the workshop.
C. Innovations
These 30 min sessions offer an opportunity to discuss novel teaching ideas. The format should include no more than 10 mins presentation including the context and idea, followed by facilitated discussion.

The abstract and additional details should not exceed 200 words in length and could be structured as follows:

- **Title.**
- **Convener(s) details** (name and affiliation). The convenor(s) should take responsibility for leading the innovation.
- **Purpose:** a statement of the problem or goal to be addressed;
- **Objectives:** up to four objectives, summarising what you expect the group to achieve during discussion
- **Rationale:** a rationale for the importance in communication education
- **Activities:** indication of the activities that will be undertaken during the innovation session.