GUIDELINES TO PREPARE FOR MEDICAL EDUCATION CONFERENCES

PCPH-Stanford School of Medicine recommends using the following guidelines as best practices for students and faculty as they prepare to represent the school at various conferences across the country.

Excited to present your work in curriculum development, community engagement, and advocacy? Ready to inspire learners in new ways?

- *Consult with peers and faculty mentors to assess if your work is conference-ready at the national, state, or regional level, considering its impact on the audience.*
- *Explore the conference website and review previous presentations to evaluate if your topic aligns well and can generate interest.*
- *Assess the potential for networking and collaboration opportunities to advance your work or interests.*
- *To ensure timeliness, ensure your work will be finished before the conference*
- *Seek out peers / faculty who also may be presenting at the same conference.*

RESEARCH WHAT YOU NEED!

- *Seek student funding opportunities from the School of Medicine, Department of Medicine, and other relevant program sources interested in your work.*
  - *For Medical Students: https://med.stanford.edu/smsa/funding.html*
  - *Travel funding for Scholarly Concentration Presentation: https://med.stanford.edu/medscholars/completion/funding_req.html*
- *Identify fellow students and faculty members who will be presenting at the conference.*
- *Seek advice from previous attendees of the conference.*
- *Find a faculty mentor or mentors to support your submission.*
- *Determine your budget if travel is required.*

TIME TO PLAN!

- *Assemble your group, including your faculty mentor and contributors, for your submission.*
- *Review with your group, past submissions from Stanford School of Medicine.*
- *Discuss and agree on the key elements to emphasize in your submission to make it thought-provoking and visually appealing.*
- *Delegate responsibilities among the group members.*
- *Ensure that your presentation includes proper credits, acknowledgments, and a team photo in the prescribed format.*
- *Incorporate the approved Stanford School of Medicine logo and follow other specified requirements from the provided template.*
- *Discuss with your group where you intend to publish your submission after the conference.*
- *Assign two individuals in the group to capture photographs.*
- *Create a timeline outlining the draft-edit-review phases until the finalization of your submission.*
- *Plan your talking points for a compelling presentation, determining who will present each segment within your group.*
- *During poster presentations, introduce yourself, if viewers express interest, offer a brief summary of your work (around 2 minutes, highlighting the main points).*
- *If travel is necessary, explore early booking options for flights and accommodations at the conference hotel to take advantage of discounted prices.*
- *Inquire if other students or faculty members are traveling to the same location to explore group discounts.*
- *Utilize the Stanford-approved travel group, Egencia, for discounted rates.*

PREPARE YOUR POSTER AND YOUR PRESENTATION

- *Check the poster requirements for your conference. If you need 36X48 size poster (Scroll below for poster template). Please note the poster should always have the Stanford Logo.*
- *When printing ask for Cardinal Red (#8C1515). The information on Stanford identity Guide site may be helpful.*
- *Prepare your submissions for printing a week in advance of the event to account for potential delays or unexpected situations, and have a backup plan in place.*
- *Ensure that everyone in the group is prepared to step in and present if necessary.*
- *Discuss the conference agenda and schedules with your group for better preparedness.*
- *Determine how the group will stay connected at the venue, such as exchanging contact numbers and creating group chats.*
- *Consider assigning someone from the group to attend other sessions and provide a report to the rest of the team.*
- *Keep all itemized receipts and proof of payments for any purchases made if you intend to seek reimbursement for your expenses.*

POST CONFERENCE

- *If approved, remember to submit your expenses for reimbursements.*
- *Submit photos/narratives where relevant to gain visibility for your work.*

POSTER TEMPLATE

Stanford MEDICINE | Primary Care & Population Health
Medical Education Section

Title in 72 pt. Arial

Authors: 60 pt. Arial

Affiliation: 60 pt. Arial

Stanford MEDICINE

Background

- Before you create your poster, check to see if the conference you are attending has specific poster formatting requirements. If so, follow these.
- This template is a standard 36x48. It should be printed at 100% for this size.
- Keep your Background section brief and focused. Aim for 3-5 bullet points at most.

Objectives/Aims

- List 1-3 main objectives or aims of your study.

Methods

- Body text of **36 point** in Arial or Times New Roman is ideal.

Results

Images entered into your slide should be at least 200 DPI resolution. To check the image resolution, view the image at 200% on this slide. The image should be crisp and clear.

Save images to be inserted into your poster as TIFF files (.tif); greyscale or RGB.

JPG Files Should Not Be Inserted into Your Poster.
(If you have a jpg file, open it in Photoshop or Adobe and resave as **.tif** file before Inserting into PowerPoint.)

GIF Files Should Not Be Inserted into Your Poster.
(If you have a gif file, open it in Photoshop or Adobe and resave as **.tif** file before Inserting into PowerPoint.)

To Add Tables or Graphs:

- To Insert graphs or tables from Microsoft Excel or Word, select the **Insert** menu, point to **Insert Object**, click the appropriate application. Or COPY then PASTE SPECIAL.
- Files from Non-Microsoft applications use SAVE AS or EXPORT to create a PICT, TIF, or EPS file then insert into your PPT document - on the **Insert** menu, point to **Insert Picture, click From File.**
- **PLEASE SEND YOUR POSTER TO YOUR CO-AUTHORS FOR REVIEW AT LEAST 2 WEEKS BEFORE YOUR DEADLINE.**
- **FREE PRINTING**: We will print your poster for free if you send it to Cicily at least 2 weeks before it's due. Send your poster as .PPTX file and .PDF. Specify what size poster you want in your email.

If you miss the deadline for submitting your poster to us for free printing, you may still get your poster printed by BiotechProductions but you must cover the costs. You can place your order via their website biotech-productions.com. Or, call them at 650-369-4541. You must submit your printed poster to us in advance of the start of poster session. Please contact us to confirm your plans to submit a printed poster and for additional information regarding deadlines and procedures getting the printed poster to us in time.

Limitations

- List 2-4 limitations here.
- Many people will read your conclusions and future directions first, before deciding to read the rest of your poster. Make these compelling, but brief and aligned with your objectives and results.

Conclusions

- List 1-2 conclusions or implications of your work.

Future Directions

- Bring 25-30 8/5 X 11 hard copy colored print outs of your poster to hand out. Poster sessions are a great way to network, so be prepared to share your work and contact information!

Acknowledgments: Include a brief section acknowledging those who have contributed to your research. This should include any sources of financial support and the names of individuals who contributed substantially to your work. You do not need to include your co-authors' names here.

Contact Information: Include your contact information including your name, email address and year of training.

SAMPLE POSTER

Stanford MEDICINE | Patient & Family Engaged Medical Education

"Nothing About Me Without Me": Patients Co-Teach *Open Notes*

Haley Morin, Alex Doan, Chethan Sarabu MD, Olivia Jee MD, Erika Schillinger MD, Tamara Montacute MD MPH
Stanford University School of Medicine

Background

- The 21st Century Cures Act mandates patients' access to most clinical notes.
- *Open Notes* lead to improved communication, collaborative decision-making and strengthened relationships.
- Despite the known benefits, the concept of *Open Notes* is not yet being taught as part of the MD/PA curriculum at Stanford.

Objectives/Aims

To develop and evaluate an *Open Notes* workshop for MD/PA students as part of *Walk with Me*, a patient-engaged first year elective course.

At the end of the workshop, students will:

- Recognize the impact of *Open Notes* on patient care
- Discuss documentation bias among clinicians
- Identify 1-2 documentation practices to maximize educational potential for patients/families

Methods

1.5 hr virtual workshop including 3 sections:

- **Educational Didactic** by a national expert, Chethan Sarabu, MD.
- **Patient & Family Partner Perspective** on *Open Notes* provided by Sheryl Michelson, RN.
- **Student-Patient Pair Discussion:** Student-patient pairs review a progress note together and discuss opportunities for improvement.

30 total participants (*18 students and 12 patient and family partners*).

Results

Progress Note Review Activity:

Non-adherent label placed on patient chart

Attending notes from recent hospital discharge:
This is a Spanish-speaking gentleman with atrial fibrillation who came in with a heart attack caused by a clot after missing three days of taking his blood thinners. He is very articulate. I worry about medication noncompliance and lack of follow-up. If he continues to behave, we could consider a surgical approach.

Placing blame

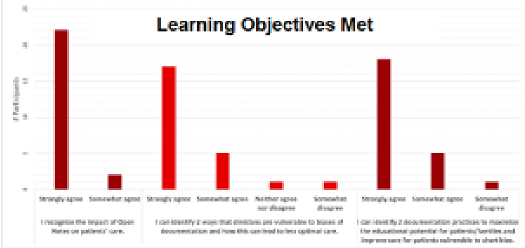
Infantilizing statement

Walk With Me Class via Zoom: Students and Patient/Family Partners:

"Very informative and made me understand the importance of documenting patient notes. This helps put the patient first and involved in medical care in a proactive way."

"I learned a lot about the problems created by "copying and pasting" a note and how this can lead to incorrect/biased information to follow a patient through their healthcare journey."

"This was so interesting - I am grateful to have learned what "open notes" means for both patients and providers and strategies for improving note writing practices."



Student-Patient Pair Discussion Takeaways:

- **Negative language** in notes (e.g. "aggressive patient") may bias providers towards providing worse care for patients.
- Open Notes represents an opportunity for **more thoughtful language** that will **remove bias** and improve patient care.
- Open Notes ensure that patient charts are **accurate** and will create a more **collaborative** healthcare environment.
- Open Notes is a new resource for patients to **remember details** about often stressful clinical visits.
- **Acronyms** used in notes can be confusing.

"I didn't realize that patients have access to their notes; I am glad I learned about this today"

"I would love a best practices sheet!"

"I learned about the importance of writing in a nonjudgmental manner where we frequently check and address our own biases to ensure we are providing optimal care."

Limitations

- Small workshop size.
- Data from only one workshop.

Conclusions

- Students greatly appreciated the input of patient & family partners who were **invaluable participants** in this session.
- Workshop objectives were met.
- Students were eager to learn best practices for writing *Open Notes*.

Future Directions

- Incorporate existing Open Notes tips sheet into workshop session.
- Explore *Open Notes* integration into the core MD/PA curriculum at Stanford.
- Work with other institutions to teach a similar workshop on *Open Notes* and compare results.

References

- For more info about the OpenNotes project, please go to: https://www.opennotes.org/

Acknowledgments: We would like to thank our patient and family partners and students enrolled in *Walk with Me* 2021-2022 for participating in this new workshop, Cicily Chirayath and Kim Osborn for administrative support, and Dr Tom Delbanco and Jan Walker the co-founders of *OpenNotes* for their inspiration.

Contact Information: Haley Morin, MD student, Stanford University School of Medicine, hdmorin@stanford.edu