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**2025 FMEC Annual Meeting
Sept. 18-20, 2025
Huntington Convention Center, Cleveland, OH**

Session Lengths and Descriptions

Read below for information on session types and lengths. For submission instructions and deadlines, which may vary depending on the session type, visit the FMEC website at www.fmec.net.

Workshops (1 hour)

Workshops are designed to transmit specific *skills* related to a clinical topic area or medical education challenge. The participants should be actively involved, learning through experiencing, via task-oriented activity, and/or through a “hands-on” approach. Proposals for workshops should include:

- specific learning objectives,
- the content of the presentation,
- methods for and extent of involving participants, and
- a breakdown of time utilization.

Seminars (1 hour)

Seminars are designed to transmit specific *knowledge* in a given area and consist of a combination of formal presentations and group discussions. While not focused on skill development or hands-on experiences like workshops, they must still include a plan for active audience engagement. Proposals for seminars should include:

- specific learning objectives,
- the content of the presentation,
- methods for and extent of involving participants, and
- a breakdown of time utilization.

Preconferences (3-4 hours)

Preconferences will be held on Thursday, September 18, for 3-4 hours each, with one set in the morning and one in the afternoon. Only a few preconferences will be accepted. Preconferences should combine formal presentations, group discussions and active audience engagement, which may include skill development and hands-on experiences if appropriate to the topics. Authors should be prepared to support the additional costs of presenting a preconference. The FMEC is unable to provide travel funds, lodging, honoraria, or funds for materials or equipment for the preconference. The FMEC will charge a modest registration fee for the preconference, to cover meeting space, AV and other meeting costs. Proposals for preconferences should include:

- specific learning objectives,
- the content of the presentation,
- methods for and extent of involving participants, and
- a breakdown of time utilization.

Paper Presentations (15 minutes)

Paper presentations provide an opportunity to present to a wide audience about research, scholarship, curricular design, teaching programs, community service, and any other topic of interest related to family medicine. Projects under development are also accepted in this category. Four paper presentations, typically on similar or complementary topics, will be scheduled to be presented together in a one-hour block. Proposals for paper presentations should include:

- specific learning objectives, and
- a summary of the content.

Research and Quality Improvement Presentations (30 minutes)

Research and QI presentations report rigorously-designed investigations or interventions, which may be completed or in process. Two research or QI presentations, typically on similar or complementary topics, will be scheduled to be



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presented together in a one-hour block. Proposals for research and QI presentations should include:

- specific learning objectives,
- statement of problem addressed and its significance,
- brief background and summary of the literature review,
- methodology used with attention to research design and problems of measurement,
- summary of results, and
- summary of discussion and conclusions.

Lecture Discussions (20 minutes)

The lecture discussion format is similar to a seminar, including a short presentation and participant discussion. This format is appropriate for sharing brief information on a specific clinical, educational or policy topic, a report of a project or activity, or the introduction of a policy issue. Three lecture discussion presentations, typically on similar or complementary topics, will be scheduled to be presented together in a one-hour block. Proposals for lecture/discussion submissions should include:

- specific learning objectives, and
- a summary of the content.

Breakfast Table Discussions (45-60 minutes)

The FMEC provides opportunities during the Saturday breakfast intended to support groups that are working on a common topic/project, or who would like to connect with others throughout the FMEC region to discuss common challenges or emerging issues. These usually begin with a brief presentation by the facilitator who proposed the session but should be primarily discussion. Breakfast table submissions should include

- a clear, descriptive title to indicate what will be discussed
- a few sentences about the topic, project, challenge, or issue,
- a statement on who should attend, and
- specific learning objectives.

Clinical Success/Power Stories (5 minutes)

This venue allows presenters to a) share a patient story which has inspired their own passion to serve and care for others or that reveals one or more of the core attributes of family medicine, or b) share a story related to the teaching of students/residents. Accepted presenters will be allowed a maximum of five minutes to introduce a memorable encounter, moment, relationship, or teaching experience. Up to 10 clinical success or power stories will be scheduled to be presented together in a one-hour block.

Speed Presentations (5 minutes)

This format provides the presenter with a 5-minute, required time limit and a maximum of 10 slides to share ideas and information in a focused, direct manner. In addition to educating the audience, the speed presentation format is a skill development experience for the presenter, helping them refine and deliver an effective message. Multiple speed presentations will be combined into one hour-long session. If possible, time for presenters and audience members to discuss both the presentations itself and the content will be included.

Posters

The poster session serves as an exchange of information on various topics of interest in family medicine. Posters will be assigned to one of two sessions on Saturday during the meeting. Proposals for posters submissions should include:

- specific learning objectives,
- methods and content, and
- findings and conclusions for research projects.