

2026-2027 SGIM Regional Meetings  
**Call for Teaching Competition Submissions**

Since 2023, all SGIM regional meetings have held a teaching competition for trainees and junior faculty. This is a unique opportunity to showcase your skills as an educator to the SGIM regional audience. We will be choosing 4-5 participants to showcase their skills in a 10-minute presentation on a topic of their choosing. Topics could include clinical topics, communication topics, educational topics, research methods, etc. These presentations can range from chalk talks to PowerPoint presentations, and we encourage novel ways to engage your audience. In many regions, the teaching competition is a session many or all of the meeting participants attend. The SGIM Education Committee is happy to provide additional mentorship to those interested in submitting and those accepted to the competition.

**Criteria for inclusion:** 3rd-year medical students to early career faculty members (no more than 3 years after training). Submitters must be based within the region. Limit 2 presenters per submission. Submitters can propose more than one topic, but no more than one per submitter will be accepted.

**Audience:** Tailor to an early practicing physician.

**What to submit (250 words maximum):**

- Topic
- 1-2 learning objectives\*. Each learning objective should reflect one of the six [ACCME Core Competencies](#).
- Rationale for the topic chosen and educational strategies to be used for the presentation. Keep in mind submissions that incorporate creative ways to teach the topic AND engage the audience will receive priority in selection

\* Objectives are action-oriented and should begin with words such as recognize, diagnose, assess, treat, distinguish, or manage. They should NOT begin with terms like “know how to” or “understand.”

Please keep this section to no more than 250 words. See the sample submission on the next page for an example.

**Sample Submission:**

*Chosen Topic: Effective Communication with Consultants*

*Learning Objectives:*

1. Identify components within the 3C framework for high quality consults
2. Assess areas for effective implementation of the 3C framework

*Rationale: In an assessment of the internal medicine residents at our institution, we found a disparity between the residents' confidence in providing consultation questions when compared to the perceived competence of those same residents by subspecialty medicine fellows. Emergency medicine literature has several detailed methods to convey information for a consult, but none have been developed in internal medicine. In this session, we plan to introduce the audience to the 3 C's of consultation, which is our adapted version of the emergency medicine literature. This information includes patient identification, consult questions, and consult urgency. Spaced repetition will be utilized to ensure retention. Specifically, we will provide the 3 C's in the introduction of our talk. We will present the information on the consultation communication method, and then at the end of our talk, we will again ask the audience to recall the 3 C's. We will use Poll Everywhere to have audience responses to ensure interaction and for the speaker to assess the effectiveness of the presentation.*

**Bite-Sized Teaching Examples from the FY23-24 Regional Meetings:**

<https://www.youtube.com/playlist?list=PLxzoRilfh17x2gEhNfqkj1HOSTpV9sosx>