

Background

- Many abstracts are submitted to scientific meetings each year.
- Scholarly work benefits from peer review, yet specific feedback from abstract reviewers is rarely given to authors.
- Here reviewers provided feedback to all authors who submitted Medical Education abstracts to IDWeek 2021.

Methods

- All IDWeek 2021 Medical Education abstract reviewers were invited to a one-hour abstract review instructional webinar.
- For each assigned abstract, each reviewer was asked to provide feedback in a free text box on the review website.
- Each submitting author was sent this feedback when informed of their abstract disposition.
- Author Surveys: In Oct 2021, we emailed these authors a link to a survey soliciting their perspectives on the feedback provided; the survey included demographic questions and Likert scale questions. Descriptive data analysis was performed.
- Reviewer Focus Groups: All 10 reviewers participated in a virtual, semi-structured, 45 minute focus group about their experience. Two authors conducted thematic analysis on transcripts.

Results

- Feedback was given on all 31 Med Ed abstracts.
- Of 26 submitting authors, 18 (69%) responded to the survey.
- 18 abstracts were accepted for poster presentation, 3 for oral presentation, and 2 were not accepted for presentation.
- All respondents found the feedback helpful (Figure 1)
- 17/18 (94%) would want to receive feedback on future IDWeek abstract submissions (Figure 2)
- 18/18 (100%) wish other scientific meetings would provide feedback on abstracts.

Results

Fig. 1: To what extent was the provided feedback helpful to you?

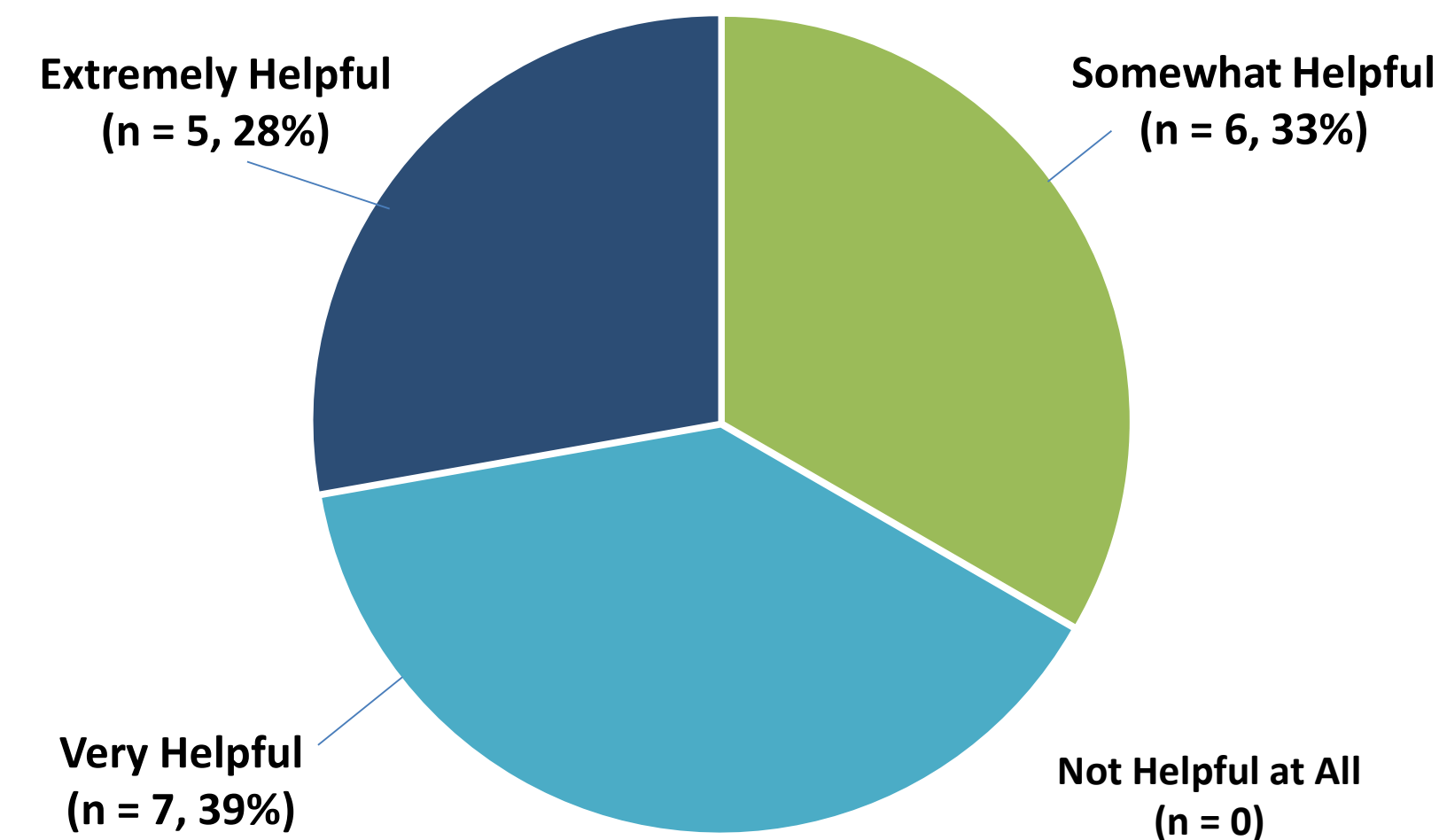


Fig. 2: If you were to submit another abstract to IDWeek in the future, would you like to receive feedback on it?

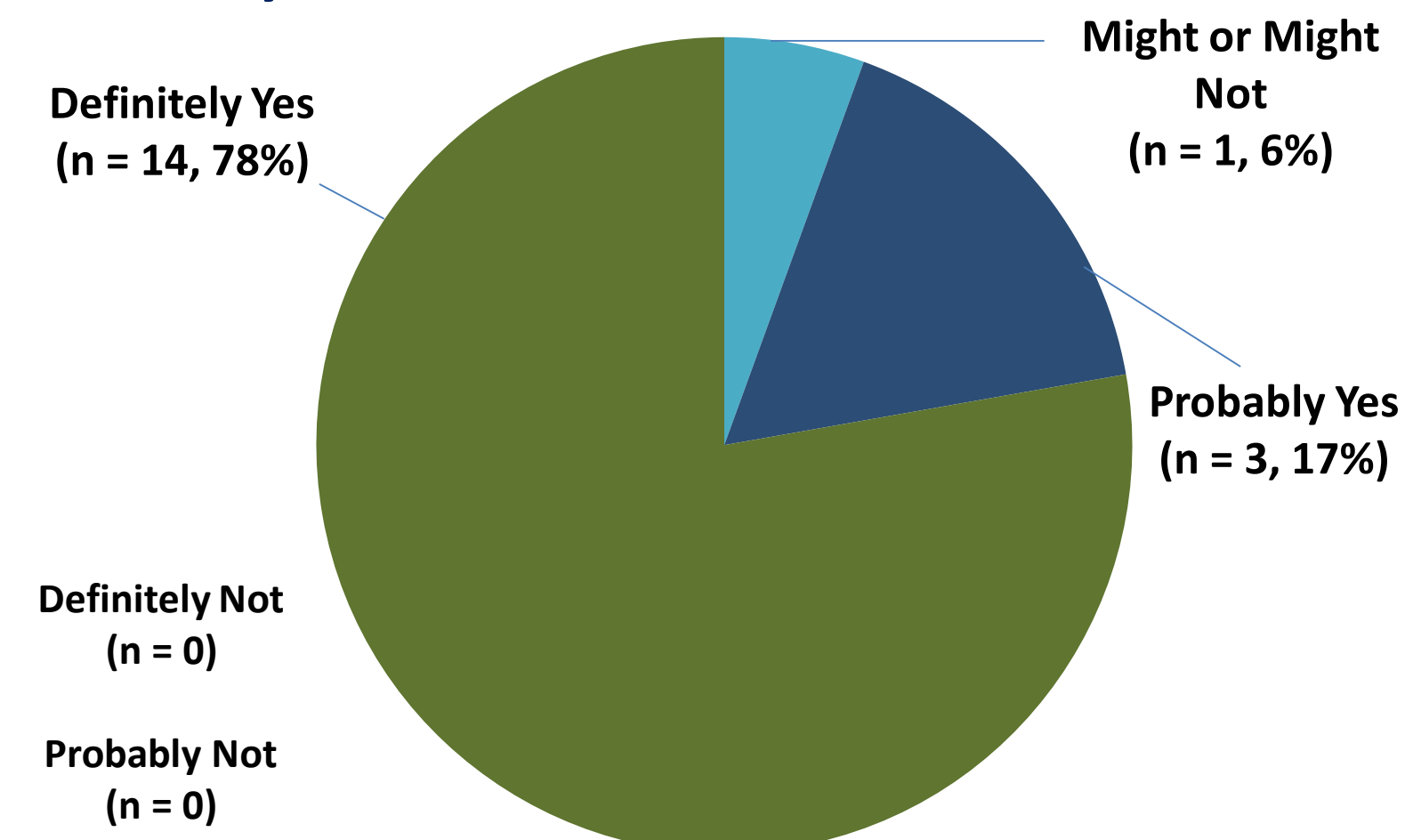
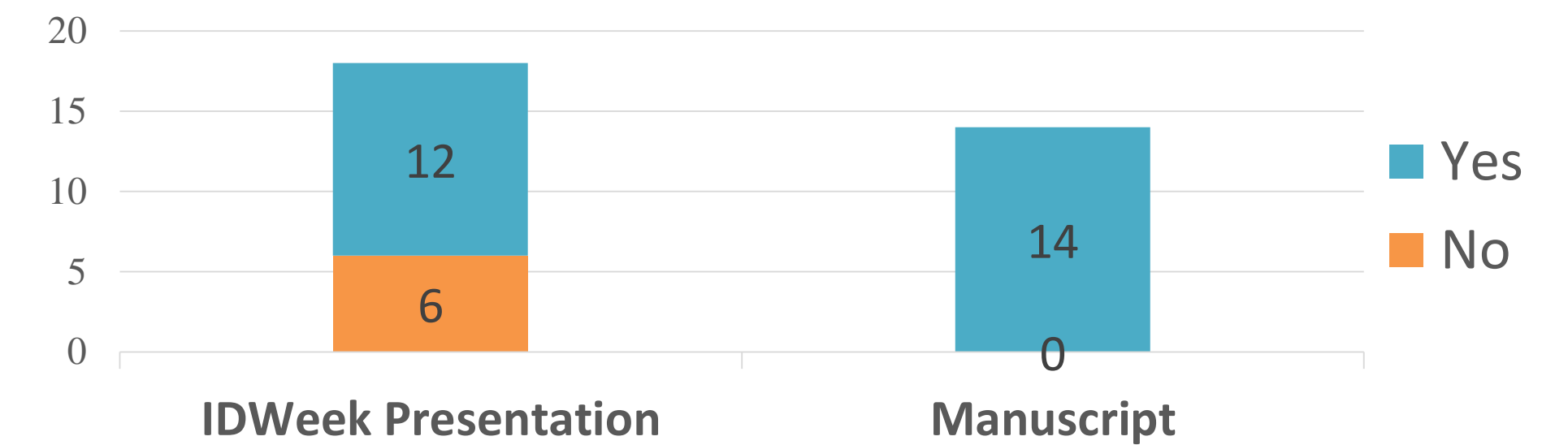


Fig. 3: Did You (or Do You Plan to) Incorporate the Feedback into Your...



Among reviewers, common themes included that they:

- 1) Provided more attentive reviews – felt responsible to provide thoughtful feedback
- 2) Found the work rewarding
- 3) Improved their abstract-reviewing skills
- 4) Planned to use this experience to help trainees write better abstracts
- 5) Felt this activity built community within IDSA
- 6) All would volunteer to provide feedback in the future

Conclusions

- Authors who submitted Medical Education abstracts to IDWeek valued feedback and used it to strengthen their presentations
- Reviewers found it a positive experience & would do it again.
- IDSA and other societies should consider providing feedback for all abstract categories.

