![Community-Based Public Health Caucus (CBPH)]

How to Write an Abstract

Webinar/Conference Call

January 20, 2012

Presenters

Mysha Wynn
- 2012 Community Program Planner
- Executive Director,
- Project Momentum
- Rocky Mount, NC

Jim Amell
- 2012 Academic Program Planner
- Assistant Professor
- Colorado State University, School of Social Work
- Fort Collins, CO

Goals and Objectives

▶ Goals:
- ◦ To improve the knowledge and skills of potential presenters to submit an abstract to the Community Based Public Health (CBPH) Caucus;
- ◦ To improve the quality of abstracts submitted to the CBPH Caucus;
- ◦ To encourage community members and youth activists to write and submit abstracts.

▶ Objectives:
- ◦ Following this presentation, participants will be able to:

  - · Identify the CBPH Caucus Call for Abstracts,
  - · Define abstract,
  - · Describe the formats for abstracts and learning objectives,
  - · Compare examples of CBPH abstracts with other social science abstracts,
  - · List the steps in submitting an abstract,
  - · Explain how an abstract is reviewed,
  - · List important dates in the abstract process,
  - · Recognize how to contact for more information.

CBPH Caucus 2012 Abstract Guide

- All of the information contained in this webinar is contained in the *CBPH Caucus 2012 Abstract Writing Guide*

- This guide can be downloaded from the CBPH Caucus website:
  - www.cbphcaucus.org (click on Links/Resources)

CALL for ABSTRACTS for the 2012 ANNUAL MEETING

- The Community-Based Public Health Caucus (CBPH Caucus) invites abstracts that advance our knowledge of community-academic partnering for the American Public Health Association Annual Meeting (APHA).

- For complete information http://apha.confex.com/apha/140am/cbph.htm

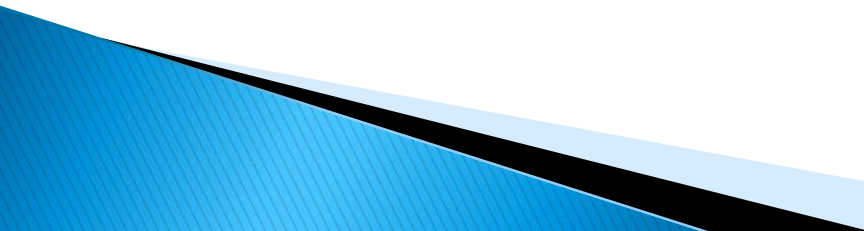- The deadline for submitting abstracts to the CBPH caucus is February 6, 2012.

I. What is an abstract?

- An abstract is a brief summary of your work, intervention and/or research.

- It is designed to inform the reader about your project/research in a concise manner.

- Abstracts must be 250 words or less and provide a brief description of what to expect in your presentation.

What is an abstract, cont.

▶ An abstract should include the following components
  ◦ 1) Introduction – Statement of the research problem, purpose and/or hypothesis
  ◦ 2) Methods,
  ◦ 3) Results, and
  ◦ 4) Discussion.

▶ In addition, because it is a conference abstract, the author should indicate how it relates to the theme of conference and the mission of the community based public health caucus.

Questions to consider when addressing each component

- 1) Motivation/problem statement: Why do we care about the problem? What practical, scientific/theoretical gap is your research or community based intervention filling?

- 2) Methods/procedure/approach: What did you actually do to get your results? (e.g., analyzed 3 novels, conducted focus groups, interviewed 17 students, statistical analysis of data)

- 3) Results/findings/product: As a result of completing the above procedure, what did you learn, invent, create, observe? Was there enhanced knowledge, increased participation, self efficacy, etc.?

- 4) Conclusion/implications: What are the larger implications of your findings, especially for the problem/gap identified in step 1?

II. What is the format of the abstract?

▸ written in 12 pt font; single spaced.

▸ be limited to 250 words or less.

▸ develop your abstract off-line before accessing the online submission form. Use the spell checking and word count features of your word processor to check the text of the abstract before submitting it.

Writing Learning Objectives

- Rationale: Many APHA attendees use the annual meeting for continuing education therefore presenters must demonstrate how attending their presentation would be a learning experience for attendees.

- Learning objectives must be included with your submission (Learning Objectives WILL NOT be included in the abstract text word count).

Guidelines for Writing Learning Objectives

- Step 1. Describe the information, skills, behaviors, or perspectives participants in the session will acquire through attendance and participation.

- Step 2. Clearly identify the outcomes or actions participants can expect to demonstrate as a result of the educational experiences. See the action words below.

- Step 3. Write the learning objectives that relate to these outcomes and that reflect the content of the session.

Objectives describe the behavior of the learner

- Objectives are:

  ◦ are stated clearly

  ◦ define or describe an action

  ◦ are measurable, in terms of time, space, amount, and/or frequency

Measurable Action Words (examples)

- Explain
- Demonstrate
- Analyze
- Formulate
- Discuss
- Compare
- Differentiate
- Describe
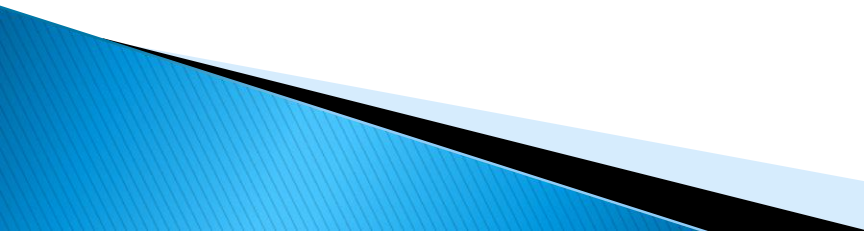
- Name
- Assess
- Evaluate
- Identify
- Design
- Define
- List

Examples of Learning Objective

(Following this presentation, participants will be able to:)

- 1. List five factors that contribute to hypertension

- 2. Describe the procedure for assessing the health status of a patient with cancer

- 3. Design a community based breast screening model

III. Examples of abstracts

Social Science Abstract

Introduction: The purpose of this research is to identify a subtype of autism called Developmental Verbal Dyspraxia (DVD). DVD is a motor–speech problem, disabling oral–motor movements needed for speaking.

Methods: The first phase of the project involves a screening interview where we identify DVD and Non–DVD kids. We also use home videos to validate answers on the screening interview. The final phase involves home visits where we use several assessments to confirm the child's diagnosis and examine the connection between manual and oral motor challenges.

Results/ Conclusion: By identifying DVD as a subtype of Autism, we will eliminate the assumption that all persons with Autism have the same characteristics. This will allow for more individual consideration of persons with Autism and may direct future research on the genetic factors in autism.

III. Example of abstracts

Community-Based Public Health Abstract

OBJECTIVES: Colorectal cancer is the third leading cause of death that disproportionately affects the poor and underserved. A community-based participatory approach (CBPR) is a promising approach to prevent colorectal cancer in this population. The collaborative development of a theory-grounded, randomized-controlled trial designed to test two colorectal cancer screening interventions through fecal-occult blood testing (total participant n=1050) is described, with an emphasis on how community and academic partners worked together to design intervention and research components.

METHODS: Empowering Communities for Life (EC4L) takes place in two underserved counties in the Arkansas Lower Mississippi Delta with marked health disparities. The program arose from a 9-year partnership between academics and nine Cancer Councils across Arkansas. Community and academic partners collaborated over 25 months to develop research infrastructure, intervention materials and methods, and the assessment instrument.

RESULTS: Strengthened community-academic partnerships, certification in Human Subjects and HIPPA, development of a randomized controlled design to test the intervention's efficacy, an interactive PowerPoint presentation, an informational pamphlet, the certification of 6 lay health advisors and 22 role models, and an assessment tool are project development outcomes. Additionally, several lessons were learned about working collaboratively with diverse groups.

CONCLUSIONS: Few studies have developed a community-based colorectal cancer prevention intervention for an at-risk population using a participatory approach. EC4L is a useful model for community-based interventions seeking to incorporate sound research methodology and health behavior theory to increase colorectal cancer screening among rural, underserved African Americans and Caucasians in the context of eliminating social disparities in health.

Example of Learning Objective

- 1. Describe how community and academic partners worked together to develop intervention materials and methods.
- 2. Describe how community and academic partners worked together to develop an assessment instrument.
- 3. Name at least 3 strategies when working collaboratively with diverse groups.
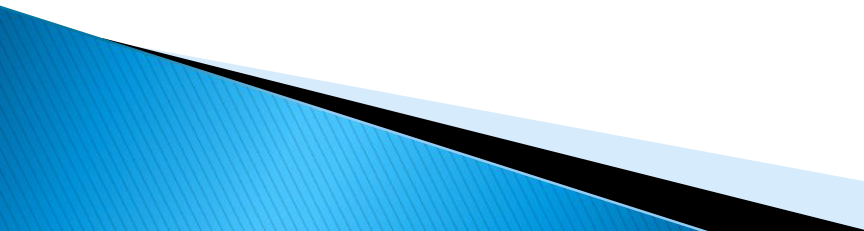- 4. Discuss the importance of community involvement in research.

Discussion:

▸ How are the previously presented social science abstract and community-based public health abstract?:
  ◦ Similar?
  ◦ Different?

▸ How could the example community-based public health abstract be strengthened?

IV. How do I submit my abstract on line?

- To submit an abstract please visit http://apha.confex.com/apha/139am/cbph.htm and click on the *start abstract submission* tab. Upon clicking on this tab you will be given an abstract ID and password and asked to follow step by step instructions.

- There are 6 steps to submitting an on-line abstract:

  1. Select a topic
  2. Enter the title of your abstract
  3. Enter the learning objectives
  4. Submit the names of the authors and their affiliations
  5. Sign the disclosure form (Conflict of Interest)- presenting authors
  6. Submit the text of the abstract

Submitting an abstract, cont.

- Once you have submitted your abstract you will receive an email confirmation that will also provide you with your abstract ID and password.

- Keep it in a safe location because you have the option to edit, modify and delete your abstract until the deadline of February 6, 2012.

- On the abstract control pane located on the left side of the page, there are helpful instructions and troubleshooting tips to help should you need further assistance.

VI. Timeline for abstract submission, notification and other APHA events

February 6, 2012	Deadline for Abstract submission. No exceptions!
June 1, 2012	Email Notification of status sent to Abstract submitters
July 30, 2012	Official APHA presenter letter available online to all pre- registered presenters. Letter will include day, date, and time and room location.
August 24, 2012	Deadline to withdraw an abstract without penalty
September 21, 2012	Final Advance Registration Deadline Presenters must be registered by this date
October 19, 2012	APHA Housing Services Reservation Deadline
October 23, 2012	Deadline for Oral Session Presenters to upload their presentations
October 24, 2012	Deadline for oral and roundtable session presenters to upload a short bio for session moderator.
October 27 – October 31, 2012	APHA Annual Meeting in San Francisco, CA

VII. Who should I contact if I need additional information?

Mysha Wynn
- 2012 Community Program Planner

Jim Amell
- 2012 Academic Program Planner

cbphc2012@gmail.com

Questions?

For more information about abstracts

- See the *CBPH Caucus 2012 Abstract Reviewing Guide* also available on our website, www.cbphcaucus.org

  and

- Attend the next CBPH Caucus webinar on Reviewing Abstracts on Friday, February 24 at 3 pm Eastern/ 2 pm Central/ 1 pm Mountain/ 12 pm Pacific.

Thank you for attending!

Community-Based Public Health Caucus

www.cbphcaucus.org