

2011

Community Based Public Health Caucus
How to Write an Abstract Guide for Youth

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How to write an Abstract Guide

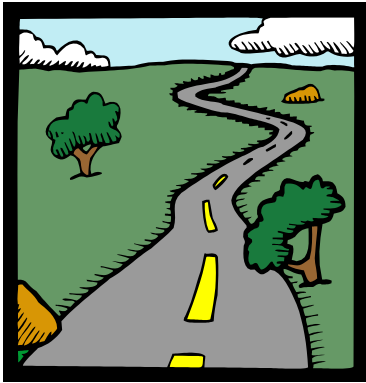
CALL for ABSTRACTS for the 2011 ANNUAL MEETING: We invite abstracts that advance our knowledge of community-academic partnering in multi-disciplinary collaboration and a diversity of community-based public health activities, including research projects, interventions, teaching and service learning projects. Specifically we are looking for presentations of projects that put community-based organizations in the lead position. Presentations that provide participants with knowledge and skills to accomplish community-based public health activities as well as those that clearly describe the principles of community-based participatory research (CBPR) to promoting healthy communities especially through policy change and decision-making at the local, state and federal level, are also of great interest. We are particularly interested in abstracts that address:

- Academic-community partnerships: the good, the bad, and the ugly
- Benefits & power of partnerships
- Community Voices: community member perspectives on community-academic partnerships and CBPR (presenting author must be a community member)
- Developing community faculty
- Developing gold standards for CBPR
- Healthy community promote healthy minds & bodies
- Healthy virtual/internet communities
- Lessons learned from community based participatory research projects
- Measures, methods, and evaluation in CBPR
- Student/youth presentations (presenting author must be a student/youth)
- The importance of community involvement in research
- The role of community partners in community based public health

We are also looking for abstracts that describe efforts to use community-university partnerships or other types of collaborations, the development of partnerships, capacity-building, translating research projects into practice, policy, and innovative strategies, programs, models, and best practices to address community based public health issues. Each contributed abstract must be grouped under one of the topics or areas of interest described in the call for abstract. **The deadline for submitting abstracts to the CBPH caucus is February 8, 2011.**

Authors are encouraged to submit abstracts on current and up-and-coming public health issues. Per American Public Health Association (APHA) guidelines there can only be **one** presenting author. To submit an abstract for consideration and presentation during the APHA Annual Meeting, you do **not** need to be an APHA member. However, if your abstract is accepted for presentation, the presenter **MUST** become an APHA individual member in good standing at the time of the meeting. In addition, the presenter **MUST** register for the Annual Meeting.

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. Developing an abstract includes following a roadmap that includes key four areas: 1) **Introduction** -Statement of the research problem to be addressed 2) **Methods**, 3) **Results** and 4) **Discussion**. In addition, because it is a conference abstract, you should detail how it relates to the theme of conference and the mission of the community based public health caucus.

Before embarking on your journey consider these questions when addressing each key area (University of California, Berkeley, 2000):

1) Motivation/problem statement: What is the purpose? Why do we care about the problem? What is your research or community based intervention designed to address? How will this study, project or initiative fill a gap in existing research or your community? In other words what are the underlying or important concerns, issues, problems (challenges and barriers) that your work will tackle?

2) Methods/procedure/approach: What did you actually do to get results for your research project, or community health initiative? (e.g., took 5 pictures, held 5 meetings, analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)

3) Results/findings/product: As a result of completing the above procedure, what did you learn, create, observe? Was there an increase in knowledge, community involvement or a change in some policy etc.?

4) Conclusion/implications: What are your findings, especially for the problem/gap identified in step 1? What do your findings mean? How does your study serve as a resource for other researchers, communities or professionals who may want to do similar work?



Remember the abstract is brief way to allow readers to be informed about your project through a series of logical steps.

Introduction → Methods → Results → Conclusion



II. What is the format of the abstract?

Abstracts should be written in 12 pt font; single spaced. Abstracts must be limited to 250 words or less. Please develop your abstract off-line before using 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.

Many APHA attendees use the annual meeting as way to get continuing education credits therefore presenters must show 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

The following guidelines are provided to help you develop appropriate learning objectives for your proposed educational experience. In order to develop appropriate Learning Objectives you MUST follow the format shown in Example of Learning Objectives below. NO COMPOUND 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 result/outcomes or actions participants can expect to achieve 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, and:

- 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

1. **List** five factors that contribute to HIV
2. **Describe** the procedure for assessing the health in minority communities
3. **Design** a community based breast health education model

III. Examples of abstracts

COMMUNITY BASED PUBLIC HEALTH ABSTRACT

Introduction

The purpose of this study was to use a community-based participatory research (CBPR) approach to translate the original Diabetes Prevention Program (DPP) to be age and culturally specific for American Indian (AI) youth.

Methods

Tribally enrolled members on 2 Montana Indian reservations conducted focus groups and interviews to discuss community members' perspectives of factors that encouraged or were barriers to healthy diet and exercise behaviors in AI youth. In total, 31 community members, aged 10 to 68 years old, participated in 4 focus groups and 14 individual interviews. Participants were self-identified as elder, cultural expert, tribal health worker, educator, parent/guardian, youth, or school food service worker. Researchers analyzed transcripts based on inductive methods of grounded theory.

Results

Data analysis revealed translating the DPP to youth was contingent on the lessons incorporating cultural strategies for healthy behaviors in youth such as berry picking, gardening, horseback riding, and dancing; improving knowledge and access to healthy foods and physical activity for youth and their parents; having interactive, hands-on learning activities for healthy lifestyles in the DPP lessons; using a group format and tribal members to deliver the DPP lessons; and having tribal elders talk to youth about the importance of adopting healthy behaviors when they are young.

Conclusions

A CBPR approach engaged community members to identify strategies inherent in their culture, tradition, and environment that could effectively translate the DPP to Montana Indian youth living in rural reservation communities.

Exercise One

Questions:

- What problem is this research study trying to address?
- What approach did they use to solve their problem?
- After using this approach, what did they uncover?
- What lessons did they learn after completing their study?



It may be a good idea to highlight the answers to the questions and use it as a guide to help you develop your abstract.

COMMUNITY BASED PUBLIC HEALTH ABSTRACT

Introduction: The purpose of this study was to evaluate the need for, and efficacy of, community-based culturally specific eye disease screening clinics for urban African Americans with diabetes.

Methods: The study employed a variety of culturally specific methods in the design and performance of 43 community-based eye disease screening clinics in southeastern Michigan. One thousand, thirty-seven subjects were recruited for the study. Of that number, 817 identified themselves as African Americans and are the focus of this report.

Results: Of the 817 African-American patients screened, 84 (10%) needed to be examined by an ophthalmologist immediately (<30 days), and 180 (22%) needed to be examined soon (within 1 to 3 months), while 544 (67%) were advised to return for another exam a year later. The project demonstrated that it was possible to use culturally specific techniques to identify a significant number of urban African Americans with diabetes in need of eye screening and treatment. However, lack of health insurance proved to be the primary barrier to receiving needed treatment.

Discussion/conclusion: Although the project was successful, it is not a solution to what is essentially a health systems problem, ie, inadequate access to appropriate diabetes care for a significant number of our population

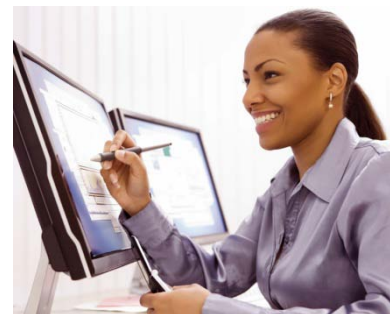
Exercise Two

Questions:

1. What problem is this research study trying to address?
2. What approach did they use to solve their problem?
3. After using this approach, what did they uncover?
4. What lessons did they learn after completing their study?

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 (memberships)
5. Sign the disclosure form (Conflict of Interest)- Presenting Authors ONLY
6. Submit the text of the abstract



Once you have submitted your abstract you will receive an email confirmation that will also provide you with your **abstract ID and password**, it is advised that you keep it in a safe location because you have the option to edit, modify and submit you're abstract until the deadline of **February 8, 2011**. 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.

V. How is the abstract reviewed?



All abstracts are peer-reviewed by both community and academic members of the Caucus. They will be considered for oral, poster or roundtable presentation, unless authors indicate a preference. Abstracts will be judged on their quality and how the content supports the principles of the Community-Based Public Health Caucus and the 2011 APHA Meeting theme, *Healthy Communities Promote Healthy Minds & Bodies*. If your abstract is accepted for presentation, you are **REQUIRED** to present material as stated in the peer-reviewed abstract.

VI. What is the timeline for abstract submission, notification and other related APHA events?

Feb. 8, 2011	Deadline for Abstract submission. No exceptions!
June 1, 2011	Email Notification of status sent to Abstract submitters
July 29, 2011	Official APHA presenter letter available online to all pre-registered presenters. Letter will include day, date, and time and room location.
August 2011	Deadline to withdraw an abstract without penalty
September 2011	Final Advance Registration Deadline Presenters must be registered by this date
September 2011	APHA Housing Services Reservation Deadline
October 2011	Deadline for Oral Session Presenters to upload their presentations
October 29 - November 2, 2011	APHA Annual Meeting in Washington, DC

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

For more information regarding this submission please feel free to contact Melody Goodman, PhD; CBPH Caucus Academic Program Planner at melody.goodman@gmail.com or Jewel Stafford, MSW; CBPH Caucus Community Program Planner at jewel.stafford@gmail.com.

References:

Anderson, R. M., F. M. Wolf, et al. (2002). Conducting community-based, culturally specific, eye disease screening clinics for urban African Americans with diabetes. *_Ethnicity & Disease_* 12(3): 404-410.

American Public Health Association Annual Meeting and Exposition retrieved on January 19, 2011 from <http://www.apha.org/meetings/sessions/HowtobecomeaPresenter.htm>

References continued

Brown, B.D., Harris, K.J., Harris, J.L., Parker, M., Ricci, C., Noonan, C. (2010). Translating the Diabetes Prevention Program for Northern Plains Indian Youth Through Community-Based Participatory Research Methods. *The Diabetes Educator* 36(6): 924-935 doi: 10.1177/0145721710382582

University of California, Berkeley Office of Sponsored Research (2003). How to write an abstract: Links and Tips. Retrieved on November 3, 2010 from <http://research.berkeley.edu/ucday/abstract.html>

Useful links with helpful tips are below:

www.unc.edu/depts/wcweb/handouts/abstracts.html
www.linguistics.ucsb.edu/faculty/bucholtz/sociocultural/abstracttips.html
www.academic-conferences.org/abstract-guidelines.htm
http://ceca.icom.museum/_dbase_upl/writinganabstract.pdf
<http://ling.wisc.edu/~macaulay/800.abstracts.html>
<http://writingcenter.unlv.edu/writing/abstract.html>
<http://www.lightbluetouchpaper.org/2007/03/14/how-not-to-write-an-abstract/>
<http://webapp.comcol.umass.edu/msc/absGuidelines.aspx>
<http://www.oberlin.edu/history/Honors/prospectus.html>
<http://www.english.eku.edu/ma/scholarlythesis.php>