

Writing a Winning Abstract:

A Walk through the Abstract Submission Process with our International Nursing Colleagues



International Family
Nursing Association

13th International Family Nursing Conference

**The Art and Science of Family Nursing:
Transforming Health for Families**



Presenters: Co-chairs of the IFNA Research Committee

- Helene Moriarty, PhD, RN, FAAN
- Professor, Villanova University College of Nursing
- Nurse Researcher, Philadelphia Veterans Affairs Medical Center
- June Horowitz, PhD, RN, PMHCNS-BC, FAAN
- Professor and Associate Dean for Research, University of MA, Dartmouth



Welcome!



Plan

- Brief introduction to the conference
- Nuts and bolts of abstracts
 - Review abstract sections
 - Give examples
 - Review sample abstracts
 - Tips for success
- Review online submission process
- Questions and answers, dialogue

13th International Family Nursing Conference

The Art and Science of Family Nursing: Transforming Health for Families



**International Family
Nursing Association**

The official meeting of the
International Family Nursing Association

www.InternationalFamilyNursing.org



Henriette Boutens, sculptress

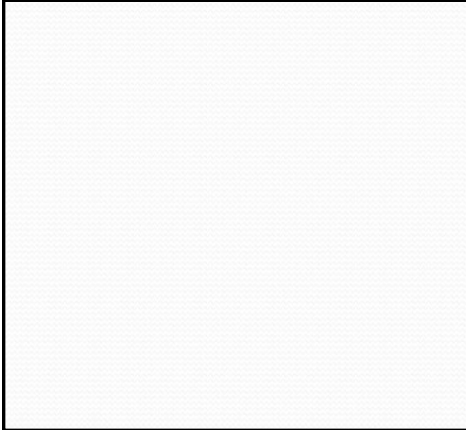
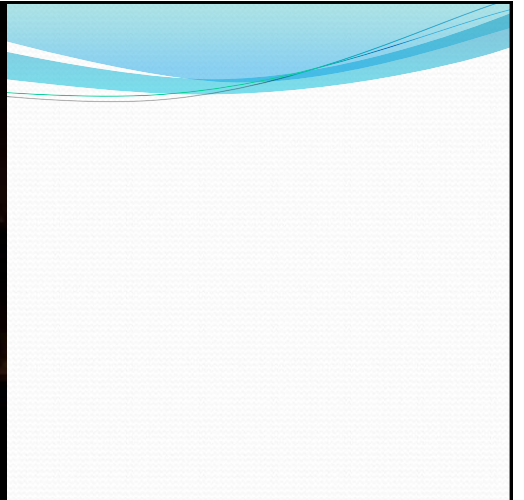


JUNE 14 - 17, 2017 • PAMPLONA, SPAIN











Important dates

- **July 18 to October 7**– Call for Abstracts for podium/paper presentations
- **December 16** – Notification of abstract submission status
- **December 1** - Conference registration begins

IFNA office/Conference website

Visit the IFNA Website frequently for
Conference Updates at
<http://internationalfamilynursing.org/>

The IFNA Administrative Office is always able to offer
assistance, or answer any questions.

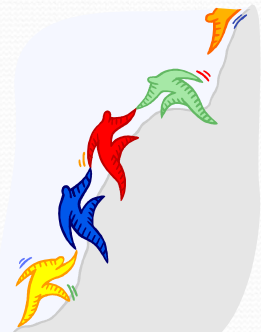


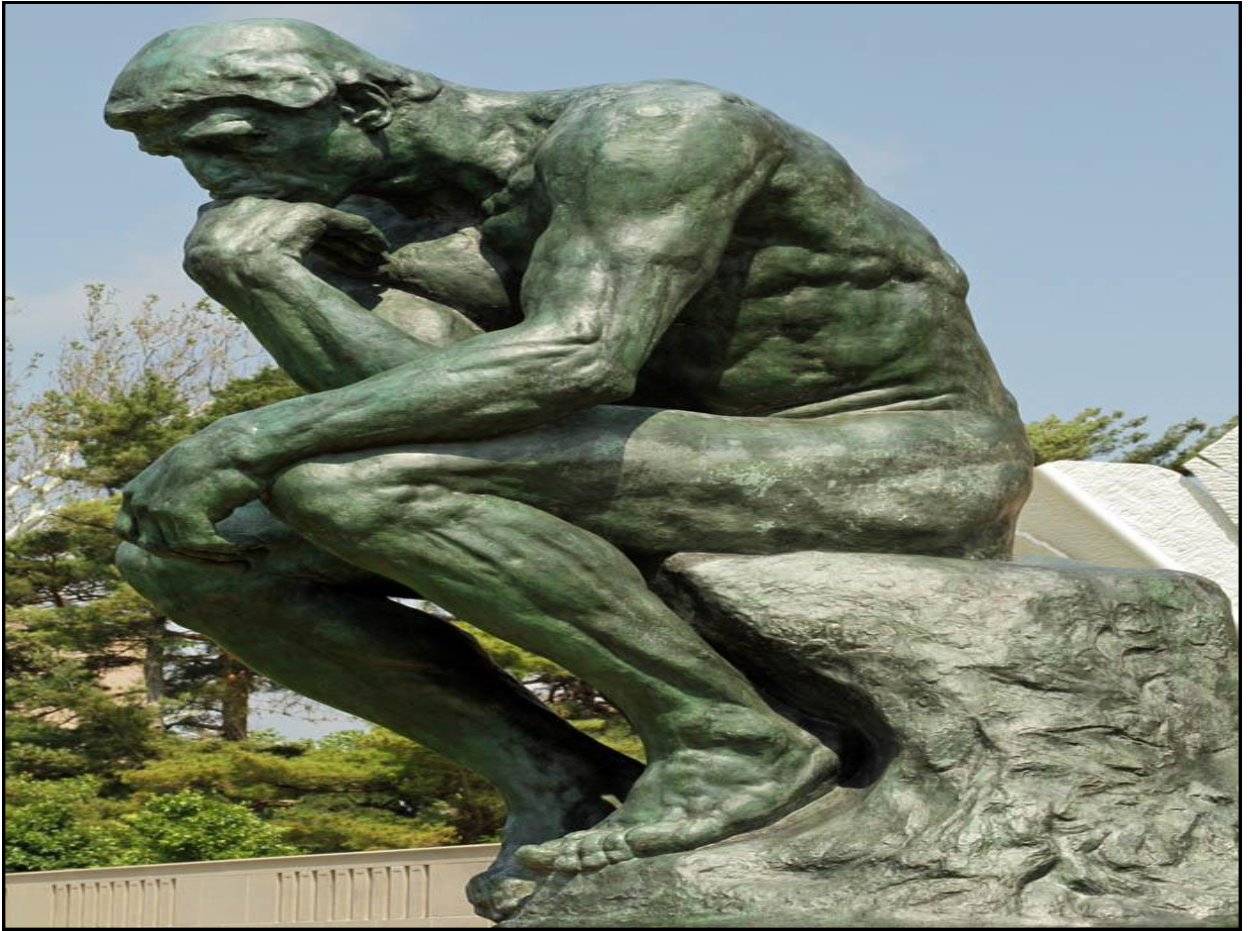
Debbie Zaparoni

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Purpose

- To walk through the process of abstract development and submission
 - Title, background and purpose, methods, results, conclusions/implications
- To create an excellent abstract for submission to varied conferences
- To help you be a more astute reviewer





Contemplate for the 7 Cs

- Concise
- Comprehensive
- Clear
- Cohesive
- Compelling
- Convincing
- Curb appeal

Why? → “Carefully Crafted abstract!”

Why present?

- Early dissemination and broad dissemination
 - Timing issues?
- Jump start a manuscript
- Opportunity for feedback → stronger manuscript
- Ideas for next steps
- Networking (e.gs.)
 - Employers
 - Post-doc opportunities
 - Collaborators
- Get known!
- Finances too!



What to present?

- Possibilities: research, methodological paper, clinical, educational, quality improvement projects, EBP projects, systematic/integrative review
- Full study or part?
- Completed work for paper/poster? What works best?



Paper versus poster or either?

- Consider
 - Level of experience
 - Project itself (completed or in progress)
 - Professional goals
 - Personal preference
 - Other considerations



Planning presentations with your team

- Where?
- Who?
- Why?
- When?
- Other considerations?

Do your homework about the conference

- Predatory conference?
- Fit with conference theme and objectives?
- Fit with audience?
- Criteria for review?
- Requirements re past presentations, publications?
- Time allotted—what is realistic to present?
- Specifics of paper vs. poster presentation? Can you choose both?

Abstract parts: Title

- Portray what is in abstract
- Appealing, maybe catchy, but not obscure
- Concise
- Example: Exploration of Individual and Family Predictors of Community Reintegration in Returning Military Veterans with Traumatic Brain Injury who are Returning from War
- Better: Factors related to Community Reintegration in Veterans with Traumatic Brain Injury: The Key Role of Depression

Background and purpose

- **Hook: Why is this work important, compelling?**
- Brief—2 to 3 sentences
- Gap in knowledge, significance
- Example:



Postpartum depression (PPD) affects 10-15% of women and negatively affects maternal-infant interaction and infant development. Yet little evidence exists about the efficacy of interventions to promote effective mother-infant interaction when mothers experience PPD. Therefore, the purpose of this study was to...

Purpose

- Purpose statement should be explicit and follow logically.
- Example (continued):
 - ...to test the efficacy of the relationship-focused behavioral coaching intervention, Communicating and Relating Effectively (CARE), in increasing maternal/infant relational effectiveness between depressed mothers and their infants during the first 9 months postpartum (Horowitz et al., 2013).

Background

- Traumatic brain injury (TBI), now recognized as a major problem in military and civilian populations, creates many challenges for families as well as for patients. Few intervention studies have considered both the needs of the person with TBI and his family and included both in the intervention process. To address this gap, we designed an innovative intervention for veterans with TBI and families—the Veterans' In-home Program (VIP)—targeting veterans' environment, delivered in veterans' homes, and involving their families.

Purpose

- In this paper, we report on VIP's acceptability to family members and effectiveness in improving their well-being, operationally defined as mood, caregiver burden, and caregiver satisfaction at follow-up (3-4 months after baseline).

Conceptual model or theoretical framework

- Identify model or framework if used
 - Needs to fit with your concepts and variables
 - Can incorporate in purpose/background
 - Example
- Purpose and Background:
...Predictors of community reintegration after TBI have received limited attention and are poorly understood.
 - To address this knowledge gap, an ecological framework was used to examine individual and family factors likely to be predictive of community reintegration, including physical functioning, depressed mood, quality of the relationship with family members, and sociodemographic characteristics.

Methods: Quantitative

- Design - increases clarity (e.g., randomized clinical trial, descriptive...)
- Sample
 - Number of subjects, who they are, sampling method
 - Characteristics (may also be in Results)
- Setting
 - Where subjects were recruited from
- Procedures
 - How data were collected (e.g., electronic or paper survey, observation, or video recording)
 - Intervention description
- Instruments
 - Name them, link to variables
- Analyses
 - Primary approach only (can be inferred from results)
 - One sentence maximum or blend with other sentence

Methods for RCT – example

- **Methods:** In this randomized controlled trial, veterans and family members were interviewed in their homes at baseline and then randomly assigned to VIP or the control condition. The VIP intervention, guided by the person-environment fit model, consisted of 6 home visits and 2 phone calls delivered by occupational therapists over 3-4 months. The control condition consisted of usual clinic-based care and 2 phone calls. Standardized outcome instruments for family members included the CES-D (for depression), the Caregiving Appraisal Scale (for burden and satisfaction), and 3 acceptability measures.

Methods for correlational study – example

- **Methods:** Baseline data were collected as part of a larger RCT that evaluates the efficacy of an in-home intervention for Veterans with TBI and their families. Standardized instruments included the Brief Community Reintegration Scale (CRIS), the CES-D (for depression), the SF-36V (for functional status), the Quality of Relationship with Family Member, and a sociodemographic questionnaire. Baseline pre-intervention data from 83 Veterans with mild to moderate TBI (mean age=40.5, $SD=13.2$; 92% male; 54% White) were used in a multiple regression analysis, regressing CRIS scores on scores from the CES-D, the SF-36V physical functioning component subscale, quality of relationship with the closest family member, and sociodemographic characteristics (age, race, gender).

Methods: Qualitative

- Design (e.g., qualitative descriptive, ethnography)
- Participants
 - How selected, e.g., purposive sampling
- Setting
- Approach
 - Type of data (e.g., transcriptions, field notes)
 - Data collection (e.g., focus group, interview, observation)
- Analysis
 - E.g., Content analysis, analysis appropriate to match design, criteria for rigor

Methods for qualitative study - example

- Methods: A qualitative descriptive design was used with open-ended in-depth interviews of purposively selected involved-in-care fathers (14 fathers, 16 interviews) who had at least one young child (2-8 years old) with T1D. Qualitative content analysis was conducted.

Methods: Clinical, educational, or QI focus

- Problem
- Setting and participants (place, country)
- Approach
 - What was done?
 - Description of the components of project
- Evaluation methods



Results: Quantitative

- Summarize results but include statistical outcomes
- Include numbers and statistical results (e.g., %, p value, coefficients, R^2 , confidence intervals)
 - Higher maternal depression was associated with lower family functioning ($r = -.54$, $p < .05$)
 - Depression was the sole predictor of community reintegration (Beta = $-.399$, SE = $-.023$, $t = 2.657$, $p < .01$); veterans with more depressive symptoms had lower community reintegration. **No sociodemographic, physical functioning, or family relationship factors were associated with community reintegration independently of depressed mood. (could delete this)**

Results: Qualitative

- Identify categories/themes as appropriate for approach
- Example: Fathers' data revealed six themes: 1) "Shock and awe"; 2) followed by quick response to the situation and learning the care: "suck it up and do it"; 3) "staying in the loop"; 4) "partnerships in care"; 5) "motherly fathers"; and finally 6) "my mantra for living with it : Child 1st, diabetes 2nd."



Methodological paper

- What methodological issue is addressed? And why?
- Describe approach to discuss issue
- Strategies used in studies
- Examples
 - Validation of instrument with new population
 - New way to code data or measure interaction
 - Methodological challenges with specific groups and strategies to manage

Methodological paper - example

- **Background & Purpose:** Measurement of interaction is a methodological challenge in family research. Investigators often measure mothers' perceptions of interactions, especially in research involving infants, and subsequently infer that individual level data reflect the nature of the maternal-infant relationship. The purpose of this paper is to examine an alternative approach of direct observation and coding of dyadic maternal-infant interaction illustrated with two study examples.

Conclusions/Implications

- 1 to 3 sentences
- Do not restate findings
- No great leaps
- Stick to findings, relate to purpose
- Broad statements NOT helpful
 - There is a need for more research.
 - Implications of this study for nursing will be discussed.
- Explain how your findings advance knowledge, implications for practice, education, policy.



Conclusions/ Implications - example

- PPD screening is a viable approach to identify women who are at-risk for depression and comorbid mental health disorders. Standardized interviews following screening can validate PPD or other current and past disorders. Thus universal PPD screening followed by selective diagnostic interviews is proposed as an effective and efficient approach for identifying PPD and comorbid conditions.



Conclusions/Implications - example

- Conclusions: VIP represents the first evidence-based intervention that considers both the veteran with TBI and the family. VIP had a significant impact on family member well-being and thus addresses a large gap in previous research and services for families of veterans with TBI.

Common mistakes

- Grammatical errors, lack of clarity
- Not following submission guidelines
- Excessive jargon
- Mixing of tenses
- Overdoing background → less details in methods, results
- Overdoing details in any section → other sections suffer
- Implications are too weak or too strong (beyond data)

Tips for success

- Start early for development and review
- Write each section first, check word count
- To shorten, go word/sentence by word/sentence with a scalpel!!!
- Go for balance in each area
- Use active voice if possible
- Spell out abbreviations the first time, limit them
 - Conventional abbreviations: e.g., M, F, =, <, >
- Peer and mentor review
- Avoid overly broad statements such as
 - Results will be presented.
 - Implications will be addressed.
- Seek editorial assistance

Online submission asks for:

- Title
- Abstract (use template, attach in .doc or .docx format, 300 words)
- Approval (by all authors)
- Credited (all contributors are credited)
- Human subjects approval (obtained)
- Credentials/degrees (for all authors)
- Affiliations (for all authors)
- Authors (all names)
- Categories (family research, practice, education)
- Family stage (options given)
- Content area (options given)
- Presentation type preferred
 - Oral podium presentation, poster presentation, or either
- Alternate contact
- Bio (50 – 75 words for presenter for intro)
- IFNA membership (agree to join if presenter)
- Registration (one author will register in full to present)
- Author confirmation (confirm all info is correct)

Checklist before submission

- Abstract reviewed by mentors/others and refined?
- Sought editorial assistance?
- Followed abstract instructions?
- Have credentials and affiliations for all authors? Do I need other author info?
- Have short bio statement for presenter?



Example of instructions

Important notes:

You **MUST** use this template. If you don't use it your abstract **WILL** be rejected.

Do **NOT** enter author and institution information on this form. You will be able to enter this information online when you submit the abstract.

Do **NOT** write outside the boxes. Any text or images outside the boxes **will** be deleted.

Do **NOT** alter this form by deleting parts of it or adding new boxes. Simply enter your information into the boxes. The form will be automatically processed – if you alter it your submission will not be processed correctly.

Save this file in **.doc or .docx** format.

Competence Of Mothers As Caregivers: Adolescent and Young Adult Brain Tumor Survivors Living At Home

Abstract: (Your abstract must use Normal style and must fit into the box. Do not enter author details)

Background and Purpose: Pediatric brain tumor patients have benefited significantly from treatment advances and are at greatest risk for long-term cancer-related morbidities. Their mothers often lead dramatically altered lives, as they strive to support survivors to overcome significant neurocognitive late effects especially when must they remain at home into adulthood. The demands placed on mothers can challenge their sense of competence. The purpose of this study was to explore survivor, caregiver (mother), and family functioning predictors of the caregivers' perceived competence.

Methods: A model of Perceived Competence for Caregivers of Brain Tumor Survivors guided the study hypothesis: caregiver health; survivor health; and, family functioning directly contribute to caregiver demands that, in turn, contribute to caregiver competence. Telephone interviews using structured self-report questionnaires were conducted in this cross-sectional study with a sample of 186 caregivers. Structural equation modeling (SEM) was used to assess the hypothesized model.

Results: The final SEM model suggests that survivor health and family functioning directly predict caregiver competence. Caregiver health indirectly predicts caregiver competence through caregiver demands and then family functioning. Family income directly predicts family functioning. The model showed adequate fit (CF I= 0.905, TFI = 0.880 and RMSEA = 0.081). All the paths are significant with $p < 0.01$ except the effect of income on family functioning, which is borderline significant with $p = 0.052$. Overall the model accounted for 45% of variance in caregiver competence.

Conclusions: We recommend reducing caregiver demands and improving family functioning through family-based interventions that support improvement in caregiver competence.

From Sadness To Action: Fathers' Reflections on Parenting Young Children With Type 1 Diabetes

Abstract: (Your abstract must use Normal style and must fit into the box. Do not enter author details)

Background and Purpose: Mothers have described their role in the day-to-day management of their children diagnosed with Type 1 Diabetes (T1D) and the emotional stress experienced. However, fathers also play an important and powerful role in nurturing and supporting these children. Therefore, the purpose of this study was to describe how fathers of children with T1D dealt emotionally with the new diagnosis, how they learned the care, and what types of strategies they used to incorporate illness management into their daily lives.

Methods: A qualitative descriptive design was used with open-ended in-depth interviews of purposively selected involved-in-care fathers (14 fathers, 16 interviews) who had at least one young child (2-8 years old) with T1D. Qualitative content analysis was used.

Results: Fathers' data revealed 6 themes: 1) "Shock and awe" (after the diagnosis); 2) followed by their quick response to the situation and learning the care: "suck it up and do it"; 3) "staying in the loop" (in regards to practicing the skills, tasks, and responsibilities associated with diabetes management); 4) "partnerships in care" (sometimes referred to as tag teaming or co-parenting); 5) "motherly fathers" (descriptions of their involvement in parenting their children); and finally, 6) "my mantra for living with it: Child 1st, diabetes 2nd." Descriptions and illustrations of each theme will be presented as well as strategies fathers used to help them deal with the diagnosis and illness management.

Conclusions and Implications: Fathers' experiences and recommendations are being incorporated into a father mentor intervention for young children newly diagnosed with T1D.

Questions and Answers



Thank you to our international colleagues

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