

Writing an effective ANAC conference abstract: Tips from peer reviewers

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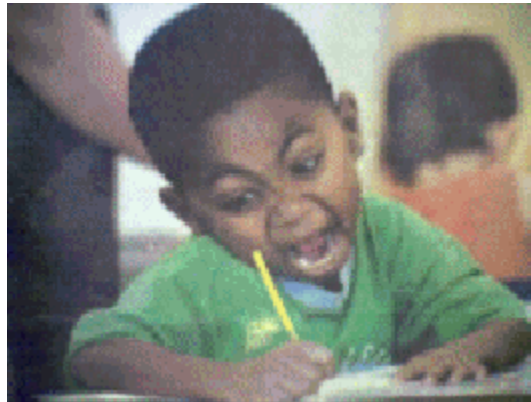
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Learning Objectives

At the completion of this webinar, participants will be able to:

- Describe the abstract submission process for ANAC
- Describe the criteria for a successful abstract submission to ANAC

The Abstract Submission Process



ANAC's Conference Call for Abstracts

- Conference Nov. 7 – 9 in Portland, OR
- Call opened March 4th
- Submission deadline is **April 15th** (deadline will NOT be extended)
- Conference objectives based on Conference theme



Before you develop your abstract...

- Know the Conference objectives
- Know your category focus:
 - Practice
 - Research
 - Education/Administration
 - Policy/Advocacy
- Know which headings to use (differ based on category focus)
- Know the format in which you wish to present (e.g., oral vs. poster)
- Start early and give yourself enough time
- Develop your abstract before going into the online submission system

2019 Conference Objectives

1. Analyze strategies to advocate for advancements in HIV/AIDS care and prevention within the current policy environment.
2. Discuss innovative biomedical, psychosocial and behavioral research on HIV with an emphasis on:
Symptoms; Self-management strategies; End of life and palliative care; Prevention and wellness; Technological modalities; Social determinants; and Intervention strategies that impact disparities in HIV incidence and health outcomes
3. Evaluate the global impact of nurses and other healthcare professionals in addressing HIV prevention and care, health disparities, HIV risk and social determinants of health.
4. Demonstrate an enhanced ability to care for key populations at risk for HIV acquisition, living with, or affected by HIV and related co-morbidities.
5. Increase capacity of nurses and other healthcare professionals to identify, treat and care for individuals at risk for and/or living with viral hepatitis.

Abstract Categories and Suggested Topics

Nursing IN PRACTICE

Practice

- Drug therapy updates; issues with ART; physical assessment & diagnostic workup and tx of symptoms/diseases; coinfections; updates on pathophysiology; strategies for symptom mgmt. and improving adherence; evidence-based practices; case studies; clinical issues with hard to reach populations; QI projects; nursing interventions in practice settings



Research

Qualitative, quantitative, or mixed-methods; Only completed projects considered for oral sessions. Works in progress, preliminary results, methodology issues, and pilot studies will be considered for poster presentations.; Roundtable discussion sessions in areas of methodology, research focus, general research problem solving, and legal/ethical issues



Education/Administration

- Staff development projects; workforce development; new models of care; educational interventions for clients; health care providers or the general public; education interventions for specific populations; teaching tools; resource development; HIV nurses as team leaders; development of new skills; curriculum development at the undergraduate and graduate levels



Policy/Advocacy

- Emerging and historic roles for nurses in policy and advocacy; nurses role in the development, implementation, and evaluation of HIV related policies and laws; impact of the ACA; HIV criminalization and other human rights issues; practice authority

Abstract Headings by Category

Research, Practice, or Education/Administration

- Background
- Purpose
- Methods/Practice
- Conclusions
- Implications for Practice

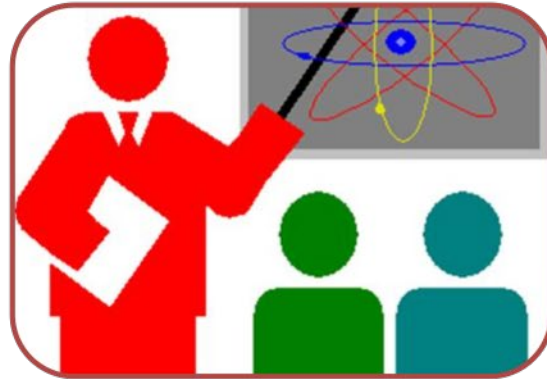
Policy/Advocacy

- Issue(s)
- Description
- Lessons Learned
- Recommendations

Presentation Formats



Oral



Poster



Symposia

Rate your presentation preference in the online submission system

Late Breaker Abstracts

- Late breaker abstracts present significant data after the regular abstract submission deadline closes
- Should only be submitted if the topic fits with conference objectives
- Subjected to more rigorous review
- Three to four abstracts chosen as oral presentations



Resubmission Policy

- An abstract which has been previously published or presented at a national, regional, or international meeting can only be submitted provided that there are new methods, new findings, updated information or other valid reasons for submitting that can be provided by the author.

Once you have developed your abstract...

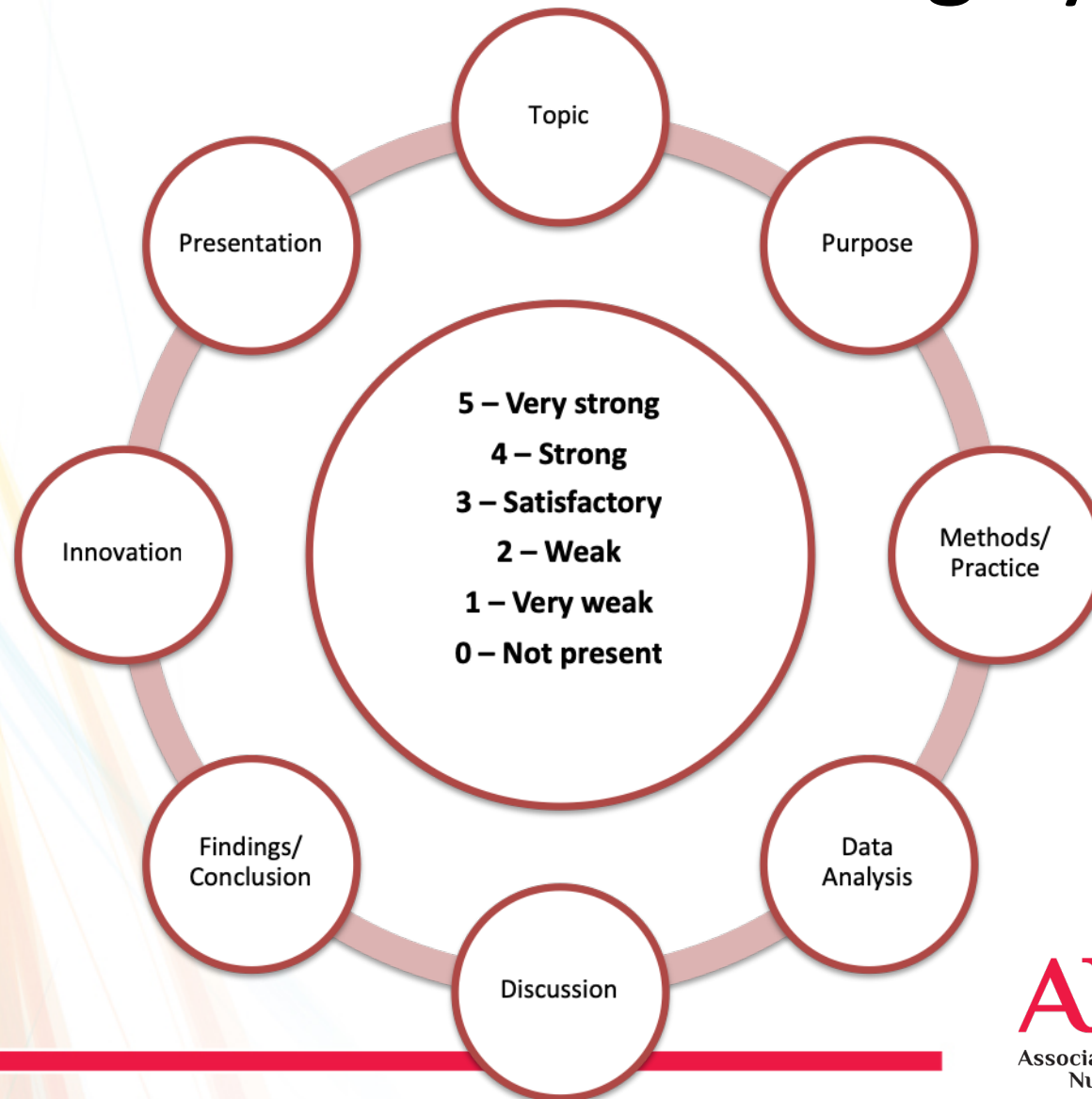
- Have the approval of all co-authors (obtain their input as needed)



The Peer Review Process

- All submitted abstracts are reviewed by research committee and affiliated ANAC members
- Blind peer review process
- Peer reviewers must disclose conflicts of interest
- Highest rated abstracts are selected for presentation
- No peer review feedback available to authors

Review Criteria and Rating System



Topic

Research

- Is the topic significant, important or of relevance to research about HIV and/or comorbidities and conditions associated with HIV?

Practice

Education/ Administration

Policy/Advocacy

- Is the topic significant, important or of relevance to HIV practice, education, or policy?

Purpose

Research

- Is the purpose of the study clear and are the research questions stated clearly?

Practice

Education/
Administration

Policy/Advocacy

- Is the rationale for the project logical, sound, and supported by the framework presented?

Methods/Practice

Research

- Are the design, sample, and data collection instruments or methods well described and match the study aims? Are reliability and validity issues addressed?

Practice

Education/ Administration

Policy/Advocacy

- Are the project activities aligned with the goals of the project?

Data Analysis/Evaluation

Research

- Is the data analysis appropriate, well described and understandable?

Practice

Education/
Administration

Policy/Advocacy

- Is the evaluation of the program well described?

Discussion

Research

- Does the discussion address the research impact on nursing and HIV and/or comorbidities and conditions associated with HIV?

Practice

Education/ Administration

Policy/Advocacy

- Does the discussion address the practice, education, or policy impact on nursing and HIV and/or comorbidities and conditions associated with HIV?

Findings and Conclusions

Research

- Do the research findings contribute to HIV and HIV-related nursing practice or theory development? Do the conclusions flow logically from the findings?

Practice

Education/ Administration

Policy/Advocacy

- Are the practice, education, and policy conclusions sound, justified, and applicable to HIV and HIV-related nursing?

Innovation

Research

- Does the abstract describe how their design, research question, and/or methods are innovative?

Practice

Education/
Administration

Policy/Advocacy

- Does the abstract describe how the project is innovative or cutting-edge?

Overall Presentation

Research

Practice

Education/
Administration

Policy/Advocacy

- Is the abstract well-written, and are the ideas clearly communicated?

Your abstract was accepted!
Now what??



Continuing Education Forms



2019 Abstract Submission Process

- In this webinar we will be going over the information required for continuing education requirements
- Starting in 2019, accepted authors will receive instructions on completing these forms electronically.

Educational Planning Table

Association of Nurses in AIDS Care

Educational Planning Table – ANAC

Title of Presentation: _____

Identified Gap(s) in understanding justifying the need for this presentation:

Description of current state of understanding on the topic you're your presentation :

Description of desired/achievable state:

Gap to be addressed by this activity:

_____ Knowledge _____ Skills _____ Practice _____ Other: Describe _____

Purpose (REQUIRED): . "The purpose of this presentation is to enable the learner to....."

OBJECTIVES	CONTENT (Topics)	TIME FRAME	PRESENTER	TEACHING METHODS
List learner's objectives in behavioral terms	Provide an outline of the content for each objective. It must be more than a restatement of the objective.	State the time frame for each objective	List the Faculty for each objective.	Describe the teaching methods, strategies, materials & resources for each objective
1.		15 minutes		
2.		15 minutes		

Reference List (REQUIRED):

Note: Time spent evaluating the learning activity may be included in the total time when calculating contact hours.

Total Minutes 30 divided by 60 = 0.50 contact hour(s)

Completed By: Name and Credentials _____

Date _____

Biographical/Conflict of Interest Form

- Demographic data
- Presenter expertise
- Conflict of interest
 - Commercial interest
 - Relevant relationships
 - A statement of the integrity of the work to be completed
- Initiates additional review
- Examples: have stock in funding sponsor; have received funding from private sponsor; consults (gets paid) by the sponsor for service other than research

Is there an actual, potential or perceived conflict of interest for yourself or spouse/partner?

☐ Yes ☐ No

If yes, please complete the table below for all actual, potential or perceived conflicts of interest**:

Check all that apply	Category	Description
<input type="checkbox"/>	Salary	
<input type="checkbox"/>	Royalty	
<input type="checkbox"/>	Stock	
<input type="checkbox"/>	Speakers Bureau	
<input type="checkbox"/>	Consultant	
<input type="checkbox"/>	Other	

**All conflicts of interest, including potential ones, must be resolved prior to the planning, implementation, or evaluation of the continuing nursing education activity.

Section 5: Statement of Understanding

An "X" in the box below serves as the electronic signature of the individual completing this Biographical/Conflict of Interest Form and attests to the accuracy of the information given above.

☐ Electronic Signature (Required) Date _____

Completed By: Name and Credentials _____

Section 6: Conflict Resolution (to be completed by ANAC's Director of Education ONLY)

A. Procedures used to resolve conflict of interest or potential bias if applicable for this activity:

- ☐ Not applicable since no conflict of interest.
- ☐ Removed individual, with conflict of interest, from participating in all parts of the educational activity.
- ☐ Revised the role of the individual with conflict of interest so that the relationship is no longer relevant to the educational activity.
- ☐ Not awarding contact hours for a portion or all of the educational activity.
- ☐ Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicators of integrity, and absence of bias, AND monitoring the educational activity to evaluate for commercial bias in the presentation.
- ☐ Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicators of integrity, and absence of bias, AND reviewing participant feedback to evaluate for commercial bias in the activity.
- ☐ Other - Describe: _____

ANAC's Nurse Planner Signature

An "X" in the box below serves as the electronic signature of the Nurse Planner reviewing the content of this Biographical/Conflict of Interest Form.

Mistakes, Missteps, and Pitfalls

- Directions not followed
- No purpose statement OR purpose only (no need/impact/background information)
- No method defined
- Results unavailable/in progress (not defined)
- Often there are many good abstracts and limited spots



Tips

- **Hook the reviewer** with high impact (problem statement)
- State **why** you did the research/clinical/QI project (purpose statement)
- State a **specific** method/analytic procedure (accuracy matters!)
- Give **succinct** overview of results (e.g. significance; primary themes)
- State **how** you are moving the science forward, changing practice
- WRITE...CUT...REVISE...REFINE...**SUBMIT!**

Questions/Comments?

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ANAC 2019 • PORTLAND, OR

