Abstract Writing and Submission Guideline: Primary Research Category

Section I: Abstract Writing

Overview

Use the following guidelines to write your abstract for primary research (i.e. you conducted new research such as a survey or clinical trial).

A good abstract provides a well-organized, detailed, and transparent summary of your work. Writing a quality abstract is an important step in having your work accepted for presentation at the Symposium or any academic conference. Accepted abstracts will be published on the MUIH website prior to the Symposium and, if done well, will help generate interest in your work.

Guidelines (All fields must be included in your abstract)

Note: All fields must be included in your abstract and your completed abstract must be 400 words or less (not including title and author information).

Title: Approximately 10–12 words describing your study. When applicable, include components such as the population studied, the intervention or exposure investigated, and the primary outcome(s) of interest. The title should emphasize what was investigated as opposed to the results of the research. Always identify the basic study design (e.g. a randomized controlled trial.) Capitalize the first word of the title, all "major" words, and all words of four letters or more.

Author Information: List initial(s) and last name of all authors in descending order of contribution. If a senior researcher is involved in the project, they can be listed last. Include academic affiliation for each of the authors (e.g. Nutrition Department, MUIH).

Background: <u>Briefly</u> outline the context relevant to your work. This should help the reader understand why this is an important topic. You may want to mention what is currently known as well as describe the knowledge gap filled by your research. This section helps answer the question, "why should we care?"

Research Objective(s): State the specific aims and/or hypothesis of your study (<u>Note</u>: In some conference templates, "Background" and "Research Objectives" are combined into one section. They should be kept separate for your Symposium submission.)

Methods: This section explains the research design and will vary based on the type of study. For example, in the case of a randomized controlled trial you would want to report eligibility criteria for participants, intended interventions, primary outcome of interest, as well as methods of randomization and blinding. This section should be brief in comparison with the "Results" section.

Results: This is a factual accounting of the key study data and should be the longest part of the abstract. Let the data speak for itself; don't use this section of the abstract to interpret the data. Emphasize the primary outcome but you can also include data on important secondary outcomes. If applicable, include data on adverse events. Relevant statistics should be included.

Conclusion: Briefly summarize and interpret the main outcome of the study. Be careful not to overstate the strength of the results. You may want to add a sentence or two about the implications of the results for practice, policy, or future research.

Examples: Here are two sample abstracts for primary research submitted to the 2016 Research Symposium.

Assessing the Relationship between Psychological Empowerment and Health Literacy Competencies in Young Adults

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BACKGROUND: In the evolving health literacy field, little attention has been paid to young adults, health promotion-related health literacy competencies, and psychological empowerment as a factor that can predict those competencies.

RESEARCH OBJECTIVE(S): Determine to what extent empowerment predicts the four health literacy (HL) competencies of accessing, understanding, appraising, and applying health information in the understudied health promotion domain for the understudied young adult population.

METHODS: An online survey was distributed to 400 young adults, ages 18-24, to assess health promotion-related health literacy competencies and psychological empowerment. Invitations to participate in the survey were sent to a random sample of young adults at a federal agency. This quantitative, non-experimental study used multiple linear regression analysis for data collected through an online survey using the Health Literacy Survey Questionnaire (HLSQ) to measure competencies (4-point scale with 1 = very difficult, 4 = very easy) and the Orientation to Life Questionnaire (OLQ) to measure empowerment (7-point scale with 1 = low, 7 = high).

RESULTS: Self-report data was provided by 109 participants. After eliminating records with missing information, data was analyzed on 82 participants. Results from the HLSQ showed that regarding health information, young adults perceived accessing as fairly easy (M = 2.9, SD = .20), understanding as fairly easy (M = 3.0, SD = .28), appraising as fairly easy (M = 3.1, SD = .31), and applying as fairly easy (M = 3.2, SD = .19). Regression analysis showed that empowerment significantly predicted three of the four HL competencies—accessing, ß =.30, t(76) = 2.62, p = 0.01, understanding, ß =.41, t(76) = 3.77, p = <0.01, and appraising, ß =.40, t(76) = 3.63, p = <.01. Empowerment did not significantly predict applying, ß =.20, t(76) = 1.66, p = 0.10.

CONCLUSION: Study findings provided novel insights about young adults as they perceived a facility with health promotion-related HL competencies and demonstrated that empowerment predicted three of four competencies.

Using Healing Narratives in Online Health Coaching Education: Teaching Core Competencies

Marra R, Kreisberg J.

BACKGROUND: Given a healthcare industry that favors measured outcomes, health coaching programs rely heavily on evidence-based approaches and assessment. The International Coaching Federation, however, equally emphasizes core competencies that are difficult to quantify such as establishing trust and intimacy, active listening, powerful questioning and creating awareness. In attending to the whole person, these competencies are key for the teacher/student and the coach/client relationships.

RESEARCH OBJECTIVE(S): The authors propose that a structured, online discussion facilitates four ICF competencies - *creating awareness, active listening, asking powerful questions and establishing trust and intimacy* - by offering opportunities to experience differing perspectives. The online classroom's written, audio and video components allow students to listen to and inquire of each other, deepen awareness, and establish trust.

METHODS: Twenty-two adults, age 23-54, participated in online discussions as part of MUIH's Health and Wellness Coaching Program. Through two assignments, five weeks apart, participants explored their healing narratives with each other. An initial heuristic approach left narratives and dialogues uninterpreted, offering empirical evidence of personal experiences. Subsequent analysis explored examples of the four ICF competencies.

RESULTS: Interpersonal and intrapersonal awareness emerged through dialogue. Active listening emerged as foundational to other competencies. Trust and intimacy were prerequisites for and consequences of the dialogues. Powerful questioning was least witnessed. Often, two or three competencies were noted in a single sentence. We observed no hard boundaries between expressions that create awareness, demonstrate active listening, establish trust and intimacy, and ask powerful questions. We noted that competencies are intimately connected and that participants expressed deepening self-acceptance and strengthening of interpersonal connections.

CONCLUSION: Four ICF core competencies – *creating awareness, active listening, asking powerful questions and establishing trust and intimacy* can be taught and developed through semi-synchronous online health coaching education. Students who shared personal healing narratives deepened their embodiment of competencies and were aware of this deepening.

Section II: Abstract Submission

Follow the instructions below to complete the [Abstract Submission Form for Primary Research](#). The deadline for abstract submission is 11/6/2017. The Program Committee will review abstracts on a rolling basis and notifications of acceptance will be sent no later than 12/4/2017.

The form elements and instructions for the Abstract Submission Form in the poster category of "Primary Research" are as follows:

Form Element	Instructions
Name and Academic Affiliation for Presenting Author	Enter the first and last name of the "presenting author". The presenting author 1) must be responsible for at least as much work on the poster as anyone else, 2) will serve as the contact person going forward, and 3) will present the poster at the Symposium (Note: If the "presenting author" cannot attend the Symposium, he/she must be available for a pre-arranged phone call if judges have questions about the poster.) Select the primary department and academic affiliation for the presenting author (e.g. Nutrition Department, MUIH).
Primary Role at MUIH	Select the primary institutional role (Student, Graduate, Faculty, or Staff) for the presenting author
Email Address	Enter the "@muih.edu" email address for the presenting author (or other primary email address if a graduate of MUIH)
Additional Authors	Enter the initial(s) and last name of all other authors on the poster. Select the primary department and academic affiliation for each of the authors (e.g. Nutrition Department, MUIH). **Note**: If the poster wins an award, all authors will be recognized as awardees but the monetary award will go the presenting author.
Title of Poster	Enter the title for your abstract (See Section I of this document for guidance)
Background	Enter the "Background" for your abstract (See Section I of this document for guidance) **Note**: When adding together the "Background", "Research Objectives", "Methods", "Results", and "Conclusion" sections, the total word count cannot exceed 400 words.

Form Element	Instructions
Research Objective(s)	Enter the "Research Objective(s)" for your abstract (See Section I of this document for guidance)
Methods	Enter the "Methods" for your abstract (See Section I of this document for guidance)
Results	Enter the "Results" for your abstract (See Section I of this document for guidance)
Conclusion	Enter the "Conclusion" for your abstract (See Section I of this document for guidance)
Word Count	Enter the word count for your abstract (Your completed abstract must be 400 words or less (not including title and author information)
Symposium Participation Statement	Presenting author, choose the statement that reflects your ability to participate in the Symposium. The options are: • If my abstract is accepted, I will be physically present to discuss my poster at the MUIH Symposium from 5pm to 8pm Eastern Standard Time on 3/23/2018. • If my abstract is accepted, I will not be physically present at the Symposium. If requested, I will make myself available for a pre-arranged phone call to discuss the poster with the judges.