Packaging and Managing Your Professional Image - RoundTable Presentations - Presenting Nationally

May 16-19, 2019
Disclosure

• None
Objectives

1. Describe the components of effective abstracts for presentation, modifications necessary for type of abstract and the most effective methods for communicating the message to various audiences.

2. Discuss the purpose, uses, and pitfalls of American Psychological Association formatting for live presentations.

3. Develop professional slide presentations following best practice techniques and successful delivery.

4. Discuss the legal aspects of speaking contract agreements as they relate to copyright, plagiarism and photo release documentation.
What Is An Abstract?

• Condensed and concentrated version of your Research/Evidenced Based Practice (EBP)/Quality Improvement (QI) project (Andrade, 2011, p. 173)
• Between 200-250 words
• Structured Abstracts contain sections including:
  1. Introduction/Background
  2. Methods
  3. Results/Outcomes
  4. Conclusion (Brandon & McGrath, 2104, p. 301-2)
• First impression for the reader!
• “Make the title dynamic and informative, rather than descriptive.” (Alexandrov & Hennerici, 2007)
• Not too long or too short, 10-12 words MAX (Pieper, 2014, p. 49)
• Style will be reflective of the conference/specialty group
Introduction/Background

• Shortest section of abstract, 1-2 sentences
  (Andrade, 2011, p.173)

• Describes knowledge gap and its importance

• States purpose, aim, & objectives

• Complexity of case study

(Pieper, 2014, p. 48)
Methods

• What was done to complete the study
• Second longest section (Andrade, 2011, p. 173)
• Usually 3 sentences (Pieper, 2014, p. 48)
• Includes Data & Interventions
  • Research design
  • Assessment tool(s)
  • Description of population
  • Practice change/Implementation
  • Data Collection
  • Dependent variables or outcomes
Results/Outcomes

• Often the longest section
• The most important also!!
• Present findings in 3-5 sentences
• Ensure focus is on outcomes pertinent to aims included in abstract
• Provide numbers, percentages, $p$ values

(Pieper, 2014, p. 48)
Conclusion

• Interpretation of results

“In one to three sentences, concisely summarize why your specific findings are important and their clinical and professional implications, linking them to your purpose” (Pieper, 2014, p. 48).

Exclusions

• Leave out references, tables and figures
• Limit abbreviations
• Repetitive words- Write out the word the first time with abbreviation immediately following in parentheses
  (Pieper, 2014, p. 49)
• Jargon
Submitting An Abstract

2019 Call for Abstracts

Updated 9-24-18

28th Annual APSNA Scientific Conference
May 16 - 18, 2019
Boston Marriott Copley Place
Boston, MA USA

The American Pediatric Surgical Nurses Association, Inc. (APSNA) mission is to promote excellence in pediatric surgical nursing practice through educational offerings, nursing research, professional collaboration, and peer support. APSNA members and colleagues support this mission.

The APSNA Program Committee is seeking abstract applications for the 28th Annual Scientific Conference beginning on May 16, 2019, and concluding on May 19, 2019, in Boston, Massachusetts, USA.
Submitting An Abstract

Educational Design
NOTE: Some additional information may be available for certain questions. Hover over linked questions to read more.

1. Title of Submission *
   
2. Category *
   - Poster
   - General Session (30-40 minutes)
   - Short Oral/Case Study (10 or 20 minutes)
   - Round Table (20 minutes each)
   - Workshop or Symposium (Previously Known as Pre-Conference)

3. Abstract Summary *
### APSNA Abstract Evaluation Criteria: Introduction

**Original Research/Scientific Merit**

<table>
<thead>
<tr>
<th>Abstract Components - Defined</th>
<th>Components Include</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>Author describes main idea &amp; purpose of the research or project in an organized, specific and concise manner.</td>
</tr>
</tbody>
</table>

The introduction succinctly describes and appropriately connects the subject context/ background to the purpose of the presentation.

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**Case Study/Evidence Based Practice/Quality Improvement**

<table>
<thead>
<tr>
<th>Abstract Components - Defined</th>
<th>Components Include</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION/BACKGROUND</strong></td>
<td>EBP - Significance of the issue. Clear concise justified statement of purpose of project or aim of research.</td>
</tr>
</tbody>
</table>

QI - Provides clear support for project

**Case Study - Complexity of Case Report**

Case Study - The author describes the background for the case. Introduces the issue that the case addresses. Explains why this case is noteworthy and what it adds to current knowledge. This section helps answer the question, "why should we care?" You may want to end the introduction with a sentence that states explicitly why the case is being reported.
# APSNA Abstract Evaluation Criteria: Methods

## Original Research/Scientific Merit

<table>
<thead>
<tr>
<th>METHODS/DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The methods section succinctly identifies the methods/design used to study the subject OR succinctly identifies the existing procedures, models or programs used.</td>
</tr>
</tbody>
</table>

| Discussed the methods, resources, design used to study the subject in an organized, specific and concise manner. |

## Case Study/Evidence Based Practice/Quality Improvement

<table>
<thead>
<tr>
<th>METHODOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBP – Practice Question: Clearly stated. Use of PICO format. Evidence Assessment: (e.g.: literature review, community survey, professional standards): Comprehensive, relevant and clearly summarized</td>
</tr>
</tbody>
</table>

| QI - QI framework, stakeholders, setting, project components, project timeline, outcome and process measures identified. Practice Change/Implementation: Clearly describes practice change and implementation |

| Case Study – Appropriate Data Collection |

| EBP – Discusses the methods, resources, design used to study the subject in an organized, specific and concise manner. |

| QI - Clear objective with appropriate standards, reviewed practice against standards and re-audit after an intervention. Applicable to other than local practice. |

| Case Study – detailed part of the abstract. Relevant information may include basic demographics, client’s main symptoms or other reasons for seeking care, clinical findings, clinical assessment, treatment plan, and health outcomes. |
# APSNA Abstract Evaluation Criteria: Results/Outcomes

## Original Research/Scientific Merit

<table>
<thead>
<tr>
<th>RESULTS/OUTCOMES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The results section provides a succinct and specific explanation of what was discovered, accomplished, collected or produced.</td>
<td>States results, including quantitative data (if applicable), in an organized, specific and concise manner, or provides a thorough, organized and specific explanation of why no data or results were achieved.</td>
</tr>
</tbody>
</table>
# APSNA Abstract Evaluation Criteria: Conclusion

## Original Research/Scientific Merit

**CONCLUSION**

With results:
The conclusion provides a succinct interpretation of the results and evaluates what the results mean, OR evaluates the relevance or uniqueness of what was accomplished in the immediate context of the project's purpose, AND describes how the investigation fits within a larger field.

When results were not obtained:
A conclusion without results succinctly evaluates what the completion of the investigation could mean within a larger field.

Provides an interpretation of results, if any, in a clear and concise manner and specifically states what they mean to the investigation, OR provides an evaluation of the relevance or uniqueness of the accomplishments in the immediate context of the project's purpose, AND describes how the investigation, whether completed or not, fits within a larger field or continuing investigation in a clear and concise manner.

## Case Study/Evidence Based Practice/Quality Improvement

**CONCLUSION**

Conclusions based on findings, next steps or practice change recommendations. Clearly describes relevance to practice.

With results: The conclusion provides a succinct interpretation of the results and evaluates what the results mean, OR evaluates the relevance or uniqueness of what was accomplished in the immediate context of the project's purpose, AND describes how the investigation fits within a larger field.

When results were not obtained: A conclusion without results succinctly evaluates what the completion of the investigation could mean within a larger field.

**Case Study** - Appropriate Treatment

Provides an evaluation of the relevance or uniqueness of the accomplishments in the immediate context of the project's purpose, And describes how the project, whether completed or not, fits within a larger field or continuing investigation in a clear and concise manner.

The treatment protocol should demonstrate depth of knowledge and be justifiable should it vary from the current standard of care. In the discussion, describe the alternative treatments for each diagnosis and the advantages and drawbacks of each. Be prepared to discuss the reasons for choosing the selected course of action. The case report should demonstrate that the patient's problems were resolved over the course of time you managed the patient (if resolvable). The chosen treatment should be supported by the cited references and explained in the discussion.
Learning Objectives

• Learning objectives should reflect what should be known or what should be able to be done at the completion of the educational activity

• Should be written AFTER both needs are assessed and the target audience has been established!

• And BEFORE the teaching methods are determined and evaluation tool has been selected

• May use an introduction, “Upon completion of this (session, course, workshop, etc.) participants should be able to”.

(NAPNAP, 2017, p. 22)
# Learning Objectives

## Cognitive Domain Verbs
(Simple to Complex)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Discuss</td>
<td>Employ</td>
<td>Differentiate</td>
<td>Compose</td>
<td>Select</td>
</tr>
<tr>
<td>Repeat</td>
<td>Paraphrase</td>
<td>Use</td>
<td>Appraise</td>
<td>Plan</td>
<td>Judge</td>
</tr>
<tr>
<td>Record</td>
<td>Describe</td>
<td>Demonstrate</td>
<td>Experiment</td>
<td>Propose</td>
<td>Assess</td>
</tr>
<tr>
<td>List</td>
<td>Recognize</td>
<td>Predict</td>
<td>Test</td>
<td>Design</td>
<td>Appraise</td>
</tr>
<tr>
<td>Quote</td>
<td>Express</td>
<td>Practice</td>
<td>Compare</td>
<td>Formulate</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Recall</td>
<td>Identify</td>
<td>Illustrate</td>
<td>Contrast</td>
<td>Assemble</td>
<td>Compare</td>
</tr>
<tr>
<td>Underline</td>
<td>Locate</td>
<td>Operate</td>
<td>Criticize</td>
<td>Collect</td>
<td>Value</td>
</tr>
<tr>
<td>Name</td>
<td>Report</td>
<td>Schedule</td>
<td>Inspect</td>
<td>Construct</td>
<td>Revise</td>
</tr>
<tr>
<td>Relate</td>
<td>Review</td>
<td>Shop</td>
<td>Debate</td>
<td>Create</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td>Restate</td>
<td>Sketch</td>
<td>Question</td>
<td>Organize</td>
<td>Choose</td>
</tr>
<tr>
<td>Translate</td>
<td>Interpret</td>
<td>Solve</td>
<td>Manage</td>
<td>Estimate</td>
<td></td>
</tr>
<tr>
<td>Tell</td>
<td>Apply</td>
<td>Examine</td>
<td>Prepare</td>
<td>Measure</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Categorize</td>
<td>Compile</td>
<td>Determine</td>
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<tr>
<td></td>
<td></td>
<td>Distinguish</td>
<td>Visualize</td>
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</tbody>
</table>
5. Learner’s Objectives

List the learner’s objectives in behavioral terms.

Submitted objectives, once accepted, will be considered final. If objectives shared in final presentation differ from submitted objectives, the presentation will require a supplemental committee review and approval. It is not guaranteed that the revised presentation will be accepted for presentation at the APSNA 2019 Annual Scientific Conference.

Some conference attendees require pharmacology and/or trauma credit, therefore the APSNA Program Committee encourages submission of abstracts with pharmacology and/or trauma content. If you feel your presentation meets this need, please identify pharmacology and/or trauma content within your objectives.

Objective 1 *

250 of 250 characters remaining

Objective 2 *

250 of 250 characters remaining

Objective 3 *

250 of 250 characters remaining
8. Teaching Methods

Describe teaching methods, strategies, materials, and resources for each objective. Include details of how you will incorporate participant interaction into the learning process: for example, ice breakers, questions and answers, roundtable discussion, audience response system. Please note that components of interactivity that require audiovisual equipment (e.g. audience response system), will be considered with all other additional audio visual requests, but are not guaranteed.

<table>
<thead>
<tr>
<th>Teaching Method 1 (Align to Objective 1) *</th>
<th>100 of 100 characters remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Method 2 (Align to Objective 2) *</td>
<td>100 of 100 characters remaining</td>
</tr>
<tr>
<td>Teaching Method 3 (Align to Objective 3) *</td>
<td>100 of 100 characters remaining</td>
</tr>
</tbody>
</table>
Educational Design (cont.)

9. Audience Level

Define the audience that would be appropriate for your session:
- Novice Provider is aimed toward those who may be new graduates or have been in practice for two or less years or are new to the topic of presentation.
- Intermediate Provider is aimed at those who have been in practice for two or more years or who have limited exposure to the topic being presented.
- Experienced Provider is aimed at the highly experienced, who are looking for a stimulating learning experience to challenge them.

Select the Audience Level *

- Novice
- Intermediate
- Experienced
10. Why Session Appropriate

Describe why this session is appropriate for the APSNA conference.

Describe why session is appropriate *

1134 of 1134 characters remaining
11. Needs Assessment

Your needs assessment is based on the following sources:

- Expert needs (i.e. program planning committee, expert panels, peer-reviewed literature, etc.)
- Participant needs (i.e. focus panel's discussions, interviews, needs assessment surveys, previous evaluation summaries, etc.)
- Observed Needs (i.e. hospital QA analyses, mortality morbidity data, epidemiological data, etc.)
- Environmental scanning (i.e. evidence from other contact hour activities, lay press, etc.)

Select a Needs Assessment option *

- Expert needs
- Participant needs
- Observed needs
- Environmental scanning
12. Identified Need/Gap

Describe the identified need/gap (using literature, anecdotal notes, or other data).

**Identified Need/Gap Description**

1134 of 1134 characters remaining
• “Medical conferences are common, highly influential vehicles for informing and educating health practitioners…Commercial interest and involvement in medical conferences is strong, leading to concerns that such entities may have undue influence over programme content and faculty.” (Grey et al., 2017, p. 1)

• “Conflict of interest (COIs) can compromise the integrity and objectivity of professional opinions, distort the interpretation of clinical research and erode public trust.” (Grey et al., 2017, p. 1)
Conflict of Interest

American Pediatric Surgical Nurses Association Inc.
Safety and Excellence in the Surgical Care of Children

Policy and Procedure

Page: 1 of 12
Replaces Policy Dated: January 1, 2007
Effective Date: November 15, 2016
Approved By: APSNA BOD 2017-2018
Next Review: October, 2021
Previously Known: Speaker Equity Policy

Policy Description: Remuneration Equity/Conflict of Interest Policy
Reviewed: 11/14
Revision: 11/12, 11/13, 11/16, 6/17

Statement of Policy:

Purpose: As a non-profit organization, stewardship of our resources is essential. In order to spend our funds as prudently as possible whilst keeping with the American Pediatric Surgical Nurses Association, Inc. (APSNA)’s mission, this policy addresses the organization’s ongoing need to offer continued programs that are objective and scientifically rigorous by addressing funding as well as the evaluation, resolution, and assessment of conflict of interest, as applicable. Therefore, the secondary intent of this policy is to ensure separation of financial interests and commercial support from educational content.

Related APSNA Policies:
- Commercial Support of Educational Activity
- Exhibitor Conduct Policy
- Awards Policy
- Grants Policy


THANK YOU!