Workshop on Developing Abstracts

Preparing for 2023 NYSPHC Summit and Beyond

July 13, 2023
12:00 – 1:00PM

Welcome!

July 2023

NEW YORK STATE | **Department of Health**

Agenda

- Summit 2023 Theme and Tagline
- Abstract Formats
- Abstract Tracks
- Abstract Components
- Best Practices and Strategies for Abstract Submissions
- Exercise: Evaluating Sample Abstracts
- Conclusion and Next Steps

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Summit 2023: Theme and Tagline

Theme: Building Partnerships that Strengthen Public

Tagline: Systems, Infrastructure, Capacity and Equity

Abstract Format 1: Poster Presentation

- Offers the opportunity to present NYSPHC-specific projects, programs, and/or research in a visual format.
- Allows all participants to visit posters and discuss content with presenters.
- 90-minute poster sessions

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Abstract Format 2: Workshop Presentation

- Includes an interactive component.
- Features a question-and-answer period to provide opportunity for interaction with attendees.
- Focuses on skills building and provides tangible tools or resources.
- 90 minutes long, allowing for 60 minutes of presentation and 15-30 minutes open for questions and answers

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Abstract Format 3: Oral Presentation

- Features a question-and-answer period to provide opportunity for interaction with attendees.
- Selected oral presentations may be combined into a larger panel presentation.
- 90 minutes long, allowing for 60 minutes of presentation and 15-30 minutes open for questions and answers.

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Submissions should be tailored around one or more of the following tracks

- Administration
- Communications Support
- Emergency Preparedness
- Epidemiology and Data Support
- Laboratory Reporting
- Partnership Development
- Program Planning and Implementation
- Vaccination and Testing Site Support

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Abstract Components

- Title
- Learning objectives (2)
- Abstract text (400 words)
- Abstract author(s)
- Abstract moderator (N/A for posters)
- Abstract presenter(s)

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Presentation by Dr. Gen Meredith

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Contributing to the Evidence Base

Sharing your Process, Progress, Advice, and Lessons Learned

Hints to Date:

- Review the Call for Proposals

  - What is the theme?
  - What are the focus areas?

  - What formats do they offer?
  - What formats am I interested in?

  - Is my project applicable?
  - How do pitch my project?

Writing an Abstract

Writing an Abstract (or an Article!)

Option 1	Option 2	Goal
Background	Introduction/Issue	**Paint a picture of what the issue or need is/was:** - Why was this urgent? Why was this a concern? - Describe the location (rural, urban) + Population
Objectives	(Objectives)	
Methods	Project Description (Evidence + Theory Used)	
Results	Progress Outputs/ Outcomes	
Conclusions	Conclusions/ Lessons Learned	
Public Health Implications	Recommendations	

Use #s to highlight need, disparity

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Describe overarching goals/aim of your work

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Methods	Project Description (Evidence + Theory Used)	**Describe the steps you took:** - If research/evaluation: the methods used to collect, analyze data - If project/program: the steps taken to engage, build, develop		
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Results	Progress Outputs/ Outcomes	**Describe what you've found out/seen/documented:** - If research/evaluation: report the results - If project/program: report on progress, outputs, outcomes
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Report out on how well you met goals/objectives

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Conclusions	Conclusions/ Lessons Learned	**Summarize your findings** - Link this back you your background/issue – did your project help? - Describe any challenges/barriers, and how this impacted work		
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Public Health Implications	Recommendations	**Make 1-2 bold statements (based on your work!)** - Help guide others to follow in your footsteps - Describe your next steps

Use #s to highlight need, disparity

Describe overarching goals/aim of your work

Report out on how well you met goals/objectives

Help others learn Help others accelerate

Exercise: Evaluating Sample Abstracts

Evaluating Sample Abstracts: Criteria

- **Purpose:** Is the purpose explicitly stated? Is it important?
- **Significance:** Is the abstract clearly defined and relevant for the conference and submitted track?
- **Originality:** Does the abstract address a new problem, solution, or perspective that does not duplicate previous work?
- **Results:** Does the topic provide new knowledge and stimulate conversation?
- **Diversity:** Does this abstract aim to include perspectives, information, or topics that speak to the concepts of diversity? Does it create an opportunity for diversity questions and conversations to occur?

Discussion: Evaluating Sample Abstracts

Abstract Example A:

Just-in-Time Training

We focus on community engaged research, education, and service by uniting people with diverse experience to anticipate, understand, and improve health issues locally, regionally, nationally, and beyond. One area of identified need is workforce capacity.

To address this, we launched capacity building programs to support community public health workers and expand the available workforce.

Public Health Essentials (PHE) is completed over a 20-week period. The program helps learners develop useful skills. PHE is currently being implemented with national and state practice partners, and their cohorts of current and future public health workers.

Applied just-in-time on-line training can increase capacity of non-formally-trained public health workers to be an active and instrumental part communities seeking to achieve health equity.

Abstract Example A - Revised: Just-in-Time Training to Capacitate Communities to Support Public Health + Advance Health Equity

Cornell University focuses on community engaged research, education, and service. The Public Health Program builds on this, advancing health and well-being, equitably for all people and the planet. This is achieved by uniting diversity of experience and expertise, and capacitating public health leaders who take a systems-based, trans-disciplinary approach to anticipate, understand, and improve health issues locally, regionally, nationally, and beyond.

To support critical public health workforce needs during the COVID-19 pandemic, the Public Health Program, along with eCornell, launched a series of accessible just-in-time capacity building programs to support community public health workers and expand the available workforce to advance Public Health 3.0.

Public Health Essentials (PHE) is multi-module 80-hour online training program that is completed over a 20-week period. Using cohort-driven project-based learning approaches, the curriculum (tagged to PHAB/CoL and CEPH competencies, and CPH outcomes) helps learners: grow as public health champions focused on equity, prevention, social determinants; use data to understand communities, and identify gaps and disparities that represent opportunities for impact; develop strategies to support community-based public health improvement (behavior change, communication, trust-building); support community COVID-19 needs; and prepare for future environmental, climate, and health emergencies, including how to be an active part of prevention, resilience, and remediation.

PHE is currently being implemented with national and state practice partners, and their cohorts of current and future public health workers. Post training, learners report that: they gained new knowledge and skills (92%), the course material is practical and applicable (92%), and they can apply the knowledge and skills directly to their work (85%) which benefits their team and organization (86%). Learners report developing new project ideas (75%), and 100% report feeling prepared to act in the 18 areas assessed. Finally, learners report a significant increase in competence in 9 of 11 areas assessed, those related to: assessing community health needs and assets, utilizing data to inform action, incorporating cultural values and practices into public health interventions, and addressing structural bias and inequities.

Applied just-in-time on-line training can increase capacity of non-formally-trained public health workers to be an active and instrumental part communities seeking to achieve health equity.

Abstract Example B: The New York State Public Health Corps Fellowship Program: From Planning to Practice

Government public health has been under-resourced, as experienced amidst COVID-19. In response, health departments innovated; New York State envisioned a Public Health Corps (NYSPHC). The innovative workforce development model, launched in 2021, recruits New Yorkers (Fellows) from their communities, and provides just-in-time training and capacity building to support success. Program goals include (1) equipping Fellows to work with/for local health departments (LHDs) to address COVID-19 and public health needs, and (2) developing a pipeline of skilled New Yorkers to enter the public health workforce. Through 2021, the NYSPHC engaged LHDs to develop shared understanding and buy-in, establish funding agreements, and identify mentors.

The NYSPHC Program funds and supports 1,000 Fellow positions in 57 counties for a 1-2 year period. Fellows with diverse backgrounds are encouraged to apply, particularly those with passion to serve their communities and learn. All Fellows are enrolled in mandatory hands-on capacity building trainings related to public health's core functions and essential services, cultural responsiveness, community collaboration, and resilience-building (80 hours over 14-weeks via Cornell's Public Health Essentials (PHE)), and receive year-long mentorship from Program and LHD staff to build foundational public health skills and strong connections.

To launch the program, the NYSPHC invested in inclusive marketing and recruitment strategies with schools and communities, ensuring a diverse pool of applicant Fellows, as measured by education, experience, skills, interests, and demographics. Fellow applications have been robust, and the NYSPHC actively works with LHDs to match applicants, by geography (serving one's community), and by skills (to meet county needs). Fellows are active in PHE, and report statistically significant gains in abilities.

Since late 2021, new Fellows have been hired by counties each week, and the Program is active in all state regions filling needs related to addressing COVID-19, including vaccination, epidemiology, contact tracing, and community health education, as well as other areas impacted during the pandemic. Progressive evaluation will elucidate program impacts, both for community health and workforce replenishment and diversification.

Innovation and collaboration of state, academic, and local public health partners are building a pipeline of public health professionals to advance health equity in NYS.

More Hints:

- **Get words on paper!**

  - Look at examples to get motivated

  - Use the template/prompts to get ideas on paper
    - Write in bullets
    - Tell a story
      - Make it sound urgent
      - Make it sound exciting
      - Share successes
      - Share lessons learned

  - Braid bullets together into a narrative
    - Double check the conference expectations!
    - Triple check the word count!
    - Have peers read your abstract and share their input

Look at examples for inspiration

- https://apha.confex.com/apha/2022/meetingapp.cgi/Search/0?sort=Relevance&size=10&page=1

Template

Section	What to write
Background/ Introduce the **Issue**	**Paint a picture of what the issue or need is/was:** - What is the issue you are focused on? - Why is this urgent? Why is this a concern? Is there a disparity? Who is the population of focus? - Describe the location (rural, urban) to give context
Objectives (of an evaluation, or of a project)	**Describe what you set out to do:** - "As a way to (meet need/address issue noted above), we set out to…. Test….. or… Increase…. or… Decrease…. or… Engage…."
Methods (used to evaluate) or **Project Description**	**Describe the steps you took:** - If research/evaluation: the methods used to collect, analyze data - If project/program: the steps taken to engage, build, develop
Progress and/or **Results**	**Describe what you've found out/seen/documented:** - If research/evaluation: report the results - If project/program: report on progress, outputs, outcomes
Conclusions/ Lessons Learned	**Summarize your findings** - Link this back you your background/issue – did your project help? - Describe any challenges/barriers, and how this impacted work
Public Health Implications/ **Recommendations**	**Make 1-2 bold statements (based on your work!)** - Help guide others to follow in your footsteps - Describe your next steps

Writing Learning Objectives

Writing Learning Objectives:

- This is what you expect a learner/listener to be able to do after hearing you speak/ reading your poster

- "If I bump into the learner in the hall after my session, the learner will be able to:
  - Explain….
  - Compare…
  - Evaluate…
  - Identify…
  - Design…
  - List…
  - Discuss…
  - Describe…

Keep them simple!

List just one thing!

Link it to what you will teach/say!

Examples:

- **Describe** how community and academic partners worked together.

- **Describe** how community and academic partners worked together to develop an assessment instrument.

- **Name** at least 3 strategies to apply when working collaboratively with diverse groups.

- **Discuss** the importance of community involvement in research.

- **Describe** methods to engage non-formally-trained public health workers in capacity building programs.

- **Discuss** places where public health happens in communities.

- **Describe** how collaboration of state, academic, and local public health partners can innovate under pressure

- **Explain** the multifaceted program components that comprise a public health workforce pipeline program

Sample Verb List:
- Analyze
- Assess
- Compare
- Define
- Demonstrate
- Differentiate
- Discuss
- Evaluate
- Explain
- Formulate
- Identify
- List
- Name

Use of Peer Input

Use of Peer Input:

- Today:
  - Start to draft your abstract

- Friday:
  - Identify someone on your team/in your office/in your cohort
  - Ask them if they have time to review your work next week

- Monday:
  - Share your draft
  - Share the evaluation rubric
  - Ask them to give critical yet constructive input
  - Ask them to comment on specific things you wonder about:
    - How can I increase my score?
    - How can I improve my writing fluency?
    - Can you help me make this more/less 'academic'?
    - Do my learning objectives align?
  - *Review their abstract!*

- Wednesday:
  - Get review back and revise your abstract!

- Thursday:
  - Read your abstract one more time; make any final edits

- Friday:
  - Submit!

Next steps and reminders

- Create your Cadmium account
- Applicants may submit more than one abstract.
- All abstracts are subject to review by Public Health Corps staff.
- **All abstract proposals must be submitted by July 21, 2023, at 11:59 pm EST.**
- Applicants will be notified by **August 25, 2023,** if their abstract has been accepted for presentation.

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Questions?

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Contact us if you need us

- NYSPublicHeathCorps@health.ny.gov

- We truly hope you will be part of the Summit!

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