

# Successfully Submitting an Abstract for the ITNS Symposium: You Can Do It!

Sandra Cupples, PhD, RN, FAAN

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## Disclosure

Sandra A. Cupples

**I do not have any relevant relationships with Industry.**

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## Objectives

1. Discuss 2 reasons to present at professional meetings
2. Discuss the 4 four types of abstracts featured at ITNS symposia
3. Identify the required elements of 1 type of ITNS abstract
4. State 1 pitfall to avoid when submitting an abstract
5. Discuss 1 “pearl” when submitting an abstract

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## Outline

- Benefits of presenting
- General ITNS submission requirements
- Submission process
- Types of Abstracts
- Abstract-specific requirements
- Pitfalls to avoid
- Pearls for success

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## Why Present?

- Disseminate your findings
- Further the field of transplant nursing
- Develop your professional reputation
- Associate your name with a topic
- Network and collaborate
- Advance your career; job promotion
- Meet Magnet status requirements
- Obtain funding to attend the ITNS symposium
- Help with manuscript preparation

Objective 1: Discuss 2 reasons to present at professional meetings

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## Why is Abstract Writing So Difficult?



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Time constraints

Competing priorities

Fear of public speaking

Don't know where to begin

Condense  
Condense  
Condense  
Condense  
Condense

Difficulty condensing work

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International  
Transplant Nurses  
Society

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## Elevator Speech

Opportunity to:

- Succinctly summarize your work
- Convince reviewers of the importance of your topic

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International  
Transplant Nurses  
Society

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Abstracts Must be **Blinded** – No Reference to Submitter's:

- Name
- Institution's name
- City
- Country
- Titles of any publications (articles, books, etc)
- Examples of blinded and unblinded abstracts on ITNS website

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Example of **Un-Blinded** Information

**Mary Smith** has 18 years of experience as a clinician in critical care nursing as a bedside clinician, leader, manager and mentor at **Sherman Hospital in Elgin, Illinois**. My current role is ensuring that all stroke patients experience the perfect care especially through nursing care and stroke education for primary and secondary prevention of strokes. I was involved in developing the curriculum and serve as an instructor for the didactic and simulation sections. I am one of the coauthors of *Acute Stroke Nursing*.

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## Example of **Blinded** Information

The presenter has a decade of experience in critical care nursing as a bedside clinician, leader, manager and mentor. My current role is ensuring that all stroke patients experience the perfect care especially through nursing care and stroke education for primary and secondary prevention of strokes. I was involved in developing the curriculum and serve as an instructor for the didactic and simulation sections. I am one of the co-authors of a book on care of stroke patients.

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## HIPAA and Institutional Review Board Requirements

All presentations that **include patient-specific information** and/or **pictures** (research studies, case studies, or quality improvement initiatives), **MUST:**

- Meet your institution's criteria for human subject protection
- Have Institutional Review Board (IRB) approval
- Comply with HIPAA regulations (United States Health Insurance Portability and Accountability Act of 1996: [www.hhs.gov/ocr/hipaa](http://www.hhs.gov/ocr/hipaa))

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## General Requirements

- Must be complete
- Must use APA format for references
  - Examples provided on ITNS website
  - Must adhere to timeframe: 30 minutes
- Must submit biographical data and Conflict of Interest disclosure forms for:
  - Main presenter
  - Co-presenters (if any)
  - Contributors (if any)

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## General Requirements

Role	Definition
Main Presenter	Individual who <b>submitted the abstract</b> and who <b>will attend</b> the symposium <b>to present</b> the paper or the poster.
Co-Presenters	Individual(s) who will be <b>attending the symposium</b> and who will be <b>presenting along with the main presenter</b> .
Contributors	Individual(s) who contributed data, educational planning, or research towards the submitted abstract <b>but will not be presenting</b> .

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## General Requirements

What is Your Intended Audience's Level? Select One:

Level	Description
<b>Beginner</b>	New to the field, topic, or care of transplant patients
<b>Intermediate</b>	Worked in the field for several years; is proficient in caring for transplant patients
<b>Advanced</b>	Extensive transplant experience/expertise in caring for transplant patients or in advanced Practice nursing

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## Types of Abstract Presentations

- Poster
- Podium

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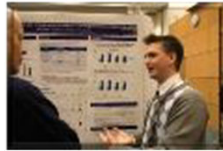


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## Poster vs. Podium Abstracts

- Poster
  - Presenters assigned specific times to stand by their poster and answer questions
  - Size: 4' x 8'
- Podium: 30-minute oral presentation



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## Types of Abstracts

- Research
- Clinical Process Improvement
- Case Study
- Didactic Presentation
  - E.g., Professional Development
  - E.g., Management

Objective 2: Discuss the 4 four types of abstracts featured at ITNS symposia

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## Abstract-Specific Requirements



What are the abstract reviewers looking for?\*

The required elements associated with each type of abstract.

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## Research Abstract

- Must be related to transplantation
- Each **element** of research study must be clearly explained
  - Background
  - Purpose of study
  - Methods (Sample, Procedure, Instruments)
  - Results
  - Implications for practice

Objective 3: Identify the required elements of 1 type of ITNS abstract

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## All Research Studies Must Include Findings\*

(Quantitative or Qualitative)

- Must be **completed** at time of abstract submission
- Must include **findings**
  - “Results will be presented”
  - “The data will be analyzed”



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## Clinical Process Improvement Abstract

- Explain each **element** of the clinical process improvement project:
  - Background of the problem
  - Goal of the project
  - Actions, interventions
  - Outcomes
- Address a relevant transplant problem
- Provide an innovative approach to the problem

Objective 3: Identify the required elements of 1 type of ITNS abstract

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## Case Study Abstract

- Explain each **element**:
  - History
  - Interventions
  - Conclusions
  - Applicability to practice
- Address problem relevant to transplantation
- Provide an innovative approach to problem

Objective 3: Identify the required elements of 1 type of ITNS abstract

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## Didactic Presentation Abstract

- Examples of topics:
  - Professional development
  - Management issues
- Each **element** must be clearly explained:
  - Audience
  - Purpose/goal of session
  - Level of information
  - Objectives
  - Content for each objective

Objective 3: Identify the required elements of 1 type of ITNS abstract

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## Step-by-Step

- Purpose or goal of your presentation
- Identified gaps in knowledge
- 3 learning outcomes
- Content outline for each learning outcome

### 1. Purpose/Goal of Session

Use these exact words!

The purpose of this session is to enable the learner to.....

Research	Clinical Process Improvement	Case Study	Didactic
Identify reasons why MPA products should be avoided during pregnancy and describe the differences in pregnancy outcomes with and without MPA	Utilize evidence-based strategies to increase number of donor registrations	Understand the risk of opportunistic infections associated with immunosuppressive therapy	Identify: 4 generations currently in the nursing workforce and strategies to leverage generational attributes relative to key managerial functions

**2. Identified Gaps**

Research	Clinical Process Improvement	Case Study	Didactic
There is a <b>gap</b> in knowledge regarding pregnancy outcomes and exposure to MPA.	<b>Lack of knowledge</b> among transplant clinicians, recipients, and family members regarding potential for transplant recipients to be included in donor registries	There is a <b>knowledge and practice gap</b> in treating opportunistic infections	A recent survey found that 82% of nurse managers <b>were unaware</b> of specific strategies to leverage generational attributes relative to key managerial functions

**3. Identify the overall learning outcome for your presentation**

Begin with this **phrase**

**Following this educational activity, the learner will be able to.....**

Research	Clinical Process Improvement	Case Study	Didactic
<b>Describe</b> the differences in pregnancy outcomes of female transplant recipients with and without exposure to MPA	<b>Identify</b> strategies for increasing donor registrations among transplant recipients	<b>State</b> the clinical manifestations, diagnosis, and medical management of 6 opportunistic infections caused by the following pathogens: CMV, cryptococcus, nocardia, toxoplasma, and herpes simplex viruses	<b>Discuss</b> 4 generations currently in the nursing workforce and identify strategies to leverage generation-specific attributes to key managerial functions

4. Identify the three specific learning outcomes for your presentation

## Learning Outcomes

What do you want attendees to be able to do after they hear your presentation?

Use an **action** verb:

- State
- Identify
- Discuss
- Describe
- Analyze
- Compare/contrast

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## Learning Outcomes

Be Action-oriented and Specific

Vague	Specific
Understand cytomegalovirus	Identify 2 symptoms of cytomegalovirus infection

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Outcome 1

Use action verbs

Research	Clinical Process Improvement	Case Study	Didactic
<p><b>Discuss</b> the existing literature regarding pregnancy exposure to MPA products</p>	<p><b>Discuss</b> the development, administration, and results of a survey to assess transplant clinicians' and recipients' knowledge of the potential for transplant recipients to be included in donor registries</p>	<p><b>Recognize</b> the clinical manifestations of opportunistic infections caused by the following pathogens: CMV, cryptococcus, nocardia, toxoplasma, and herpes simplex virus</p>	<p><b>Describe</b> the 4 generations currently in the nursing workforce</p>

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Outcome 1:  
Content Outline

**Recognize** the clinical manifestations of opportunistic infections caused by the following pathogens: CMV, cryptococcus, nocardia, toxoplasma, and HSV

Make sure content matches the outcome!


**Discuss** the existing literature regarding pregnancy exposure to MPA products

Research	Clinical Process Improvement	Case Study	Didactic
<p>1.Literature review A.Early publications B.Miscarriage rate C.Birth defects with MPA exposure</p>	<p>1.Literature review 2.Knowledge development and survey description 3.Survey administration 4.Survey results</p>	<p>1.Epidemiology of viral infections 2.Clinical manifestations of: A.CMV B.Aspergillus pneumonia C.Cryptococcus meningitis D.Nocardia osteomyelitis</p>	<p>1.Definition of term "generation" 2.4 generations in workforce 3.Generational attributes 4.Potential sources of intergenerational conflict</p>

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Outcome 2			
Research	Clinical Process Improvement	Case Study	Didactic
Discuss the Transplant Pregnancy Registry and its methodology	Describe 2 interventions designed to increase donor registrations among transplant candidates and recipients	Identify diagnostic tests with high-predictive value for diseases caused by CMV, cryptococcus, nocardia, toxoplasma, and herpes simplex virus	State 2 generation-specific strategies for recruiting/retaining and motivating/managing the four generations currently in the nursing workforce


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Outcome 2: Content Outline			
Research	Clinical Process Improvement	Case Study	Didactic
<p>Describe 2 interventions designed to increase donor registrations among transplant candidates and recipients</p> <ol style="list-style-type: none"> <li>1. Background               <ol style="list-style-type: none"> <li>A. Enrollment</li> <li>B. Data collection process</li> <li>C. Data analysis</li> </ol> </li> <li>2. Registry participants</li> </ol>	<p>State 2 generation-specific strategies for recruiting/retaining and motivating/managing the four generations in the nursing workforce</p> <ol style="list-style-type: none"> <li>1. Ready-to-use toolkit</li> <li>2. Transplant Center Challenge</li> </ol>	<p>Prophylaxis and treatment regimens for:</p> <ol style="list-style-type: none"> <li>1. CMV viremia</li> <li>2. Aspergillosis</li> <li>3. Cryptococcus meningitis</li> <li>4. Nocardia osteomyelitis</li> <li>5. Toxoplasmosis</li> <li>6. Herpes simplex virus keratitis</li> </ol>	<ol style="list-style-type: none"> <li>1. Generational preferences for key workforce issues</li> <li>2. Generation-strategies for:               <ol style="list-style-type: none"> <li>A. Silent generation</li> <li>B. Baby boomers</li> <li>C. Generation X</li> <li>D. Generation Y</li> </ol> </li> </ol>

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## Pitfalls to Avoid


Objective 4: State 1 pitfall to avoid when submitting an abstract

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## Pitfalls to Avoid




- Failure to address each required element
- Vague learning outcomes
- Lack of congruence between learning outcome and content outline
- Failure to include research findings
- Failure to include references
- Failure to meet submission deadline
  - **Note time zone!**

Objective 4: State 1 pitfall to avoid when submitting an abstract



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## “Pearls” for Success

- Look at colleagues’ successful ITNS abstracts
- Review examples on ITNS website
- Follow the instructions
  - Address each required element
  - Keep within space limit
- Seek feedback from others
- Meet the abstract submission deadline

Objective 5: Discuss 1 “pearl” when submitting an abstract

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## “Pearls” for Success



- |            |                    |
|------------|--------------------|
| ▪ State    | ▪ Describe         |
| ▪ Identify | ▪ Analyze          |
| ▪ Discuss  | ▪ Compare/contrast |
- What do you want attendees to be able to do after they hear your presentation?
    - Use an **action** verb

Objective 5: Discuss 1 “pearl” when submitting an abstract

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**Go for it!**



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## References

**Russell CL et al. Writing a research abstract. Available at:**

[http://itns.org/images/Research/ITNS\\_Write\\_Research\\_Abstract\\_Redacted.pdf](http://itns.org/images/Research/ITNS_Write_Research_Abstract_Redacted.pdf)

**Russell CL et al. Writing a case study. Available at:**

[http://itns.org/images/Research/2011HowToCaseStudy\\_Redacted.pdf](http://itns.org/images/Research/2011HowToCaseStudy_Redacted.pdf)

**Russell, CL. Developing a professional poster presentation. Available at:**

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