

HOW TO REVIEW AN ABSTRACT

American Public Health Association
2018 Annual Meeting & Expo
San Diego, CA
Nov. 10-14



AMERICAN PUBLIC HEALTH ASSOCIATION
For science. For action. For health.

Let's get started

1. Find the email sent to you with your assigned abstracts and click on the link.
2. When you log on you will either see your assigned abstracts in the abstract review window on the left side of the screen or you will see the conflict of interest disclosure form that needs to be completed before accessing your assigned abstracts. Click 'add new'
3. Select your first abstract from the list and click 'go'.

Assigned Abstracts	
Academic and Practi	387311 = 55.00
Excellence in Practic	381719 = 53.00
Using a Mixed Methc	392553 = 58.00

Sort:

Session ▼

Action:

Review ▼

Ready?

Go!

APHA Conflict of Interest Disclosure Form

Click here to:

[Add New](#)



Reading the Abstract

1. The abstract will appear on the right side of the screen along with other important information.

APHC 374611: Advancing Oral Health through Transforming Interprofessional Education in Dental and Primary Care Practice

Preferred Presentation Format: Oral Preferred

Learning outcomes:

- Describe how a novel curriculum for interprofessional oral health practice prepares dental and primary care providers with modern, evidence-based skills for chronic disease management and improved efficacy in addressing unmet oral health and oral-related medical needs among rural, safety net communities
- Discuss the advantages of an asynchronous online learning curriculum for addressing unmet oral health needs among safety net populations
- Describe the potential value of experiential and research-based learning in delivering oral health-related care among safety net communities

Primary geographic focus of the program or study:

SC, USA

- Related Web Page:

<http://dev.musc.edu/dpoh/Research/roadtrip.html> (copy&paste to your browser)

Reading the Abstract cont'd

1. Read the abstract thoroughly before scoring the abstract.

Sample Abstract Text

Abstract:

Background. Rural Oral Health Advancement and Delivery through Interprofessionalism (ROADTRIP) is purposed to transform interprofessional education at the Medical University of South Carolina so that more dental and primary care graduates have the prerequisite clinical and interprofessional competencies, business acumen, and willingness for rural safety net oral health (OH) practice. Methods. As part of our campus-wide plan, we aligned existing interdisciplinary, primary care curricula and identified core competencies for OH interprofessionalism training. We structured existing curricula for nursing, pharmacy, medicine, physician assistants, and dentistry through a novel course audit framework, developed competency maps, and course syllabi. Results. Our course audit for OH interprofessional competency adoption, demonstrates 3 major findings: 1) Designing new courses or lectures are not necessary, only the integration of OH interprofessional competencies 2) MUSC's Office of Interprofessional Education Initiatives may be the centralized gateway to sequencing and conferring OH interprofessional competencies 3) To build an essential substructure, OH interprofessional faculty development. We also developed an 18-credit hour, online, certificate degree program in Safety Net Dental Practice (SNDP) at the James B. Edwards College of Dental Medicine, including an experiential learning opportunity with our community partners in Hollywood, SC. Conclusions. At a single institution, we aligned existing interdisciplinary, primary care curricula and identified core competencies for OH interprofessional training. As a student-informed learning priority, we developed the SNDP Certificate program, which we foresee contributing to improved efficacy in integrated care skills to address unmet dental and oral-related medical conditions for rural, safety net communities.

Review the Abstract



Below you will find the rubric used to recommend accept/decline of abstracts once each criteria has been scored. Your rubric may vary depending on the number of questions to be scored.

OVERALL SCORE AND RECOMMENDATION

Indicate your final recommendation based on the overall score from each of the sections below, where:

Based on maximum of 55 points

Reject

0 - 20 = Very Poor

21 - 30 = Poor

Accept

31 - 41 = Neutral /Adequate

42 - 50 = Good

51 - 55 = Very Good

Abstaining

If you find that you were assigned your own abstract or are familiar with the abstract you should recuse yourself by indicating in the 'abstain' box the reason for recusing yourself.

Abstain – If you wish to recuse yourself from review of this entry due to a conflict of interest, please

DO NOT SCORE THIS ABSTRACT.

Leave the other fields untouched. Only use the box below to briefly describe the conflict then scroll down and click Submit. An automatic email will be sent to the program planner(s) regarding the abstain status.

Rate the abstract

Rate each criteria and refer to the rubric to determine accept/decline of abstract.

Abstract Content – specific to presenting topic, must be of sound science, or evidence-based practice (promising practice) and serve to maintain, develop or increase the knowledge, skills or competence of the public health professional. Content must be objective, free from bias and promotion, no use of commercial entities, products, services, logos, or brand names (15 points possible).

13 ▼

Learning Outcomes – at least one measurable learning outcome that reflects what the learner will be able to do as a result of participating in this educational activity (5 points possible).
(no compound outcomes – list outcomes separately)

4 ▼

GAP addressed – Were gaps identified? Was it based on sound science, evidence-based (promising practice) that identified the change in skills, knowledge, and/or the opportunity for improvement? (10 points possible).

6 ▼

Competency - Did the abstract address a core competency in public health, nursing, medicine or health education? (5 points possible).

4 ▼

Quality of Written Abstract – Was the abstract coherent? Did the abstract clearly state the purpose and/or relevance to field of public health? (10 points possible).

8 ▼

Qualification Statement – Did the presenter clearly describe his/her qualification and areas of expertise? (5 points possible).
Example: I have been the principal or co-principal of multiple federally funded grants focusing on HIV/AIDS, HIV prevention and co-occurring mental and drug use disorders. I have developed strategies for preventing HIV and STDs in out-of-treatment drug users and some of my work has been published in this area.

5 - Met ▼

Applicability - Could the lessons learned be applied in other cases/environments?

Unrated ▼

TOTAL SCORE: 40

Recommendations



1. Indicate your final recommendation for accepting or declining the abstract
2. Provide any additional comments/concerns

Final Recommendation

- I recommend this abstract be accepted
- I recommend this abstract be accepted with the some changes (use the Final Recommendation Comments box below)
- I recommend this abstract be accepted as a Poster
- I recommend this abstract be rejected (use the Final Recommendation Comments box below)

Final Recommendation Comments

Additional Comments/Concerns

When you click the submit button, your rating of Abstract #375963 will be stored and the next Abstract #391938 will be immediately displayed.

Submit

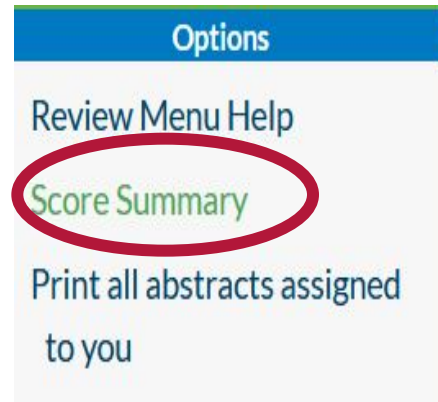
Review Scores

Once you have submitted your review, your scores will appear in the abstract review window. This confirms they have been received.

Assigned Abstracts	
<i>Academic and Practi</i>	389191 = 54.00
	388875 = 52.00
<i>Academic and Practi</i>	374611 = 58.00

Score Summary

For a printout of your scores click on the 'score summary' under the options tab.



Print this page

Wright, Donna

Abstract ID	Score	Title	Comments
375963	53.00	Don't flinch: Addressing the charged political landscape in the public health classroom	
379687	0.00	Closing the gap from research to practice: Training MPH students to translate and implement evidence-based public health programs	
391938	0.00	Real life information for real life projects: Helping students become more sophisticated consumers of grey literature by embedding a public health librarian into a climate change practicum	

Appendix 1- Discipline Criteria

CONTINUING MEDICAL EDUCATION (CME) and NON-PHYSICIAN

To maintain compliance with ACCME Essential Area 2, all activities must be developed in the context of desirable Physician attributes as those designated by the Institution of Medicine (IOM)and American Board of Medical Specialties (ABMS)/Accreditation Council of Continuing Graduate Medical Education (ACGME) Competencies.

At least one (1) competency area should be checked.

ACGME/ABMS Competencies

- | | |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Patient Care and Procedural Skills | <input type="checkbox"/> Practice-based Learning and Improvement |
| <input type="checkbox"/> Medical Knowledge | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Interpersonal and Communication skills
Institute of Medicine | <input type="checkbox"/> System-based Practice |
| <input type="checkbox"/> Provide patient-centered care | <input type="checkbox"/> Work in interdisciplinary teams |
| <input type="checkbox"/> Employ evidence-based practice | <input type="checkbox"/> Apply informatics |

Interprofessional Education Collaboration

- | | |
|-----------------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Values/Ethics for Interprofessional Practice | <input type="checkbox"/> Roles/Responsibilities |
| <input type="checkbox"/> Interpersonal and Communication | <input type="checkbox"/> Teams and Teamwork |

Other competencies

- Please check if competencies other than those listed were addressed

HEALTH EDUCATION SPECIALIST (CHES/MCHES)

To maintain compliance with CHES/MCHES, all activities must be developed in the context of the areas of responsibility and competencies for health education specialists competency.

Seven areas of responsibilities

- Area I: Assess Needs, Resources and Capacity for Health Education /Promotion
- Area II: Plan Health Education/Promotion
- Area III: Implement Health Education/Promotion
- Area IV: Conduct Evaluation and Research Related to Health Education/Promotion
- Area V: Administer and Manage Health Education/Promotion
- Area VI: Serve as a Health Education/Promotion Resource Person
- Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

CONTINUING NURSING EDUCATION (CNE)

To maintain compliance with ANCC, all activities must be developed in the context of the following for competency:

- Nursing Professional Development Patient Outcome Other-
Describe: _____

CERTIFIED PUBLIC HEALTH PROFESSIONAL (CPH)

To maintain compliance with NBPHE, all activities must be developed with one of the core areas context of the following for competency:

- Biostatistics Environmental Health Sciences Epidemiology
 Health Policy & Management Social & Behavioral Sciences

ABOUT APHA

The American Public Health Association champions the health of all people and all communities. We strengthen the public health profession, promote best practices and share the latest public health research and information. We are the only organization that influences federal policy, has a nearly 150-year perspective and brings together members from all fields of public health. Learn more at www.apha.org.



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