



University of California
San Francisco

Abstracts

Brooke Harris, PhD
Lead Senior Research Project Manager
Kaiser Permanente San Jose

Learning Objectives

1

Understand critical
elements of an
Abstract

2

Understand rules of
thumb for abstract
creation

3

Explore different
writing techniques

4

Review poorly written
and well written
abstracts

Why is an abstract
important?

Questions to consider when preparing your abstract

What problem did you study, what is already known about it, why is it important, and what were your goals?
(Background/Aim)

What methods did you use to study the problem? (Methods)

What were your key findings? (Results)

What did you conclude based on these findings and what are the broader implications? (Conclusions)

[How to Write a Scientific Abstract \(wiley.com\)](https://www.wiley.com)

Rules of Thumb for Abstract Creation

Dos	Don'ts
Be succinct and precise with word choices	Include Citations
Catch the reader's attention with a good title.	Include Tables or figures
Pay attention grammar, spelling, and co-authors' names, degrees and affiliations	Use Abbreviations without defining them
Optimize the searchability of your abstract by including all important keywords	Use Jargon
If submitting to a conference, word your abstract in a way that allows flexibility regarding the full content of your poster	Structure your abstract so that it does not conform to the journal/conference structural rules

Example of a poorly written abstract

Title: Every Community Health Centers Needs to Implement the Community-Oriented Primary Care Curriculum —————> The title overstates the findings.

Purpose: —————> Write out acronyms

COPC is beneficial and needed in communities and residency programs. The goal of this study is to determine whether doing COPC improves resident outcomes. —————> Background: State the situation or problem. Not an opinion.
—————> The objective should be specific about what the outcomes of the study are (i.e. more knowledge, higher confidence, etc).

Methods: —————> Include study design

A COPC program was implemented in a family medicine residency program for 2nd and 3rd year residents. The residents were asked to complete a survey at the end of the program to evaluate their prior exposure to COPC, attitudes and interest in working in community health centers (CHCs). —————> Provide more details about the intervention.
—————> When possible, it's helpful to have multiple years or multiple sites or to include a comparison group.
—————> There is no information about how the analysis or statistics were done

Results: —————> Provide specific results about the survey, such as response rates

The majority of the residents completed the survey. Residents indicated that they were satisfied with the program and the level of importance of COPC increased significantly. Many of them reported that they wanted to do COPC after graduation and that they were planning on working at community health centers. —————> Provide more details about the survey variables. For a survey, there should be numeric data

Conclusions:

The COPC program was very successful and had an important impact on the residents. Programs like this could be an important part of teaching COPC in residencies across the country. —————> This conclusion is not supported by the results. Also, the conclusion places a value judgment on the findings.

Example of a Well- written abstract

Title: Evaluation of a Teaching Health Center (THC) Community Oriented Primary Care Curriculum

Purpose:

Community-oriented primary care (COPC) engages the community to improve population health. This study aimed to determine whether a COPC curriculum was associated with differences in community engagement, population health attitudes, and career plans.

Methods:

Study design: Multi-site, prospective cohort study. Setting / Intervention: Seven THC sites, six of which implemented a COPC curriculum (four modules, a case study, and completion of a COPC project). Participants: 59 second and third year family medicine residents (38 exposure, 21 control). Measures / Main Outcomes: Online survey assessing demographic variables, prior COPC exposure, attitudes toward population health and COPC, and interest in working in community health centers (CHCs). We sent a reminder two weeks after the initial email. We conducted bivariate analyses, stratified by curriculum exposure and used chi-squared tests to determine significance.

Results:

Twenty-one residents responded (36% response rate, 39% exposure, 29% control). Compared to controls, exposure residents were more likely to plan to incorporate COPC into future practice (93% strongly agree or agree vs. 50%, $p = 0.02$). Exposure residents were more likely to believe that the COPC process is valuable (87% vs. 17%, $p = 0.002$) and that conducting COPC is feasible for most CHCs (47% vs. 0%, $p = 0.04$). They were more likely to be able to identify community needs (100% vs. 67%, $p = 0.02$) and draw on conversations with people from the community to inform those needs (67% vs. 17%, $p = 0.04$). Following graduation, they were not more likely to plan to work at CHCs.

Conclusions:

Compared to controls, THC residents exposed to a COPC curriculum were more likely to plan to incorporate COPC, believe that CHCs could conduct COPC, and identify community needs. More research is needed to determine the impact of population health curricula on attitudes and career plans.

How to prepare an abstract

Identify a target journal/conference

Work with your scholarly Team

Confirm institutional approvals and Draft abstract

Circulate abstract to co-authors

Integrate edits & circulate final draft

When accepted, notify co-authors & send citation

Acknowledgements

Samuel Ridout, MD/PhD, Research Director Kaiser Permanente San Jose Psychiatry residency program

Shannon McDermott, PhD, Lead Senior Research Project Manager, Kaiser Permanente Santa Rosa

Katherine Dang, MA, MAS, Lead Senior Research Project Manager, Kaiser Permanente Napa/Solano