HOW TO REVIEW AN ABSTRACT

American Public Health Association
2019 Annual Meeting and Expo
Philadelphia
Nov. 2-6
Let’s get started

1. Once logged in, you will 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. Click ‘add new’ to complete the disclosure form.

2. Select your first abstract from the list and click ‘go’.

Up next: Reading the Abstract
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)

Up next: Reading the abstract, cont’d
Reading the Abstract cont’d
Sample Abstract Text

1. Read the abstract thoroughly before rating it.

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.

Up next: Rubric to Scoring the Abstract
Rubric to Scoring the Abstract

Below you will find the rubric used to score abstracts. Maximum number of points may vary depending on the Section and the number of criteria 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

Up next: Abstaining
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.

Up next: Rating the abstract
**Rating the abstract**

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

<table>
<thead>
<tr>
<th>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).</th>
</tr>
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<tbody>
<tr>
<td>13</td>
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<thead>
<tr>
<th>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)</th>
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<tr>
<td>4</td>
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<table>
<thead>
<tr>
<th>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).</th>
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<tr>
<td>6</td>
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<thead>
<tr>
<th>Competency - Did the abstract address a core competency in public health, nursing, medicine or health education? (5 points possible).</th>
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<td>4</td>
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<tr>
<th>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).</th>
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<tbody>
<tr>
<td>8</td>
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<tr>
<th>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.</th>
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<tr>
<td>5 - Met</td>
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<tr>
<th>Applicability - Could the lessons learned be applied in other cases/environments?</th>
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<tbody>
<tr>
<td>Unrated</td>
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</table>

**TOTAL SCORE:** 40

*Up next: Recommendations*
Recommendations

1. If you find the abstract is newsworthy, indicate your reason in the box below.

2. Make your final recommendations for accepting or declining the abstract.

Final Recommendation

- I recommend this abstract be accepted
- I recommend this abstract be accepted with 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 #375962 will be stored and the next Abstract #391930 will be immediately displayed.

Submit

Up next: Review Scores
Review Scores

Once you have submitted your review, you will see your scores in the abstract review window, which confirms they have been received.
Score Summary

For a printout of your scores, click on the ‘score summary’ under the options tab:

<table>
<thead>
<tr>
<th>Abstract ID</th>
<th>Score</th>
<th>Title</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>375963</td>
<td>53.00</td>
<td>Don't flinch: Addressing the charged political landscape in the public health classroom</td>
<td></td>
</tr>
<tr>
<td>379687</td>
<td>0.00</td>
<td>Closing the gap from research to practice: Training MPH students to translate and implement evidence-based public health programs</td>
<td></td>
</tr>
<tr>
<td>391938</td>
<td>0.00</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Patient Care and Procedural Skills</th>
<th>Practice-based Learning and Improvement</th>
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</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Interpersonal and Communication skills Institute of Medicine</td>
<td>System-based Practice</td>
</tr>
<tr>
<td>Provide patient-centered care</td>
<td>Work in interdisciplinary teams</td>
</tr>
<tr>
<td>Employ evidence-based practice</td>
<td>Apply informatics</td>
</tr>
</tbody>
</table>

Interprofessional Education Collaboration

<table>
<thead>
<tr>
<th>Values/Ethics for Interprofessional Practice</th>
<th>Roles/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal and Communication</td>
<td>Teams and Teamwork</td>
</tr>
</tbody>
</table>

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 profession of public health, 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.