

# Concurrent Session Abstract Submission Form Guidelines

**These guidelines are only to be used to organize your abstract content. All information below must be submitted via the electronic submission form online.**

**Hard copy proposals will not be accepted.**

In the online submission form, you will also need to complete the following:

* Biographical information form
* Conflict of interest disclosure form (required only if a conflict is disclosed – if a conflict is disclosed, an email will be sent to the submitter asking them to complete an attestation form
* Faculty agreement form
* Abstract submission fee attestation
* Diversity, Equity, and Inclusion statement review attestation

Prepare your abstract information below before entering it into the abstract submission system:

**Title**:

Take special care when entering your title. If selected, it may be published, and title will be printed exactly as submitted.

* Titles should be concise and descriptive for people trying to select sessions.
* When entering the abstract title online, use mixed case (do not use all CAPS or all lower case) and do not put a period at the end of the title.
* Enter the title in the "Title" field only and do not enter the title in the body of the abstract.
* Example of correct title formatting:
	+ Correct: This is a Properly Formatted Abstract Title
	+ Incorrect: THIS IS AN IMPROPERLY FORMATTED ABSTRACT TITLE
	+ Incorrect: This is an improperly formatted abstract title

**Address the following practice gap questions:**

* What practice-based problem (gap) will this education address?
	+ Examples: Improve care coordination; Better communication with patients and families; Give better feedback to students
* What is/are the reason(s) for the gap? How are your learners involved?
	+ Examples: Strategies needed to discuss difficult topics with family members; Unsure of best ways to improve team collaboration
* What change(s) in strategy, performance, or patient care would you like this education to help learners accomplish?
	+ Examples: Eliminate stigmatizing language from communications with patients; Improve management skills

**Select a** [**Primary Topic area**](http://aahpm.org/uploads/Topic_Areas.pdf)**:**

NOTE: Added within our call for concurrent session abstracts is the **Interactive Educational Exchange (IEE), included in the Education Strategies/Innovations topic category**. Materials and methods from model educational initiatives will be presented and shared in an interactive session including curricula, program development, educational process, assessment tools, online materials, and research in teaching and evaluation. Professionals and trainees involved in education from all palliative care disciplines are encouraged to submit. The IEE can be directed at a wide variety of learners, including trainees, colleagues, faculty, and interdisciplinary learners. If accepted, Co-Chairs of the Education SIG will assign you a mentor to assist in preparation for your presentation.

**Select a** [**Sub-Topic area**](http://aahpm.org/uploads/Topic_Areas.pdf)**:**

**Select a Patient population:**

* General
* Pediatric, Neonatal, Perinatal, Adolescent/ Young Adult
* Adult
* Geriatrics
* Vulnerable

\*Note: Leadership/ Career Development includes the following population categories: Self or Team

**Select a Clinical setting:**

* All
* Acute
* Long-Term Care
* Hospice
* Community
* Clinic

\*Note: Leadership/Career Development does not include option to select a clinical setting

**Select an Audience level:**

* Master - You’re a pro and know the field of hospice and palliative care inside and out.
* Expert - You’re ahead of the pack and are fluent in this field and it’s latest developments.
* Proficient - You’re comfortable in this field in routine ways.
* Familiar - You have basic knowledge of this field but plenty of room to learn more.
* Beginner - You’re just starting to explore this field.

**Determine Measurable and Behavioral outcomes:**

1. **Insert outcome**
2. **Insert outcome**

Outcomes must be measurable and behavioral for the attendees to achieve as a result of attending your presentation.

Here are a few tips in writing outcomes and corresponding data:

* Consider this goal but do not write “by the end of this session, my learners will be able to...” This should not be included when you list your actual outcome.
* Start by using [Bloom’s Taxonomy](https://www.csun.edu/sites/default/files/Bloom%27s%20verbs%20for%20CT_0.pdf) to select an action verb that is observable and measurable.
* Wrap it up by adding how your learners will apply the standard or how you assess them.
* [Review more instructions](http://aahpm.org/uploads/Writing_Instructional_Objectives.pdf) on writing outcomes - an example of an acceptable outcome: "Explain the key principles of hospice and palliative care."
* Provide a content description/outline for each outcome. It must be more than a restatement of the outcome.
* State the timeframe for each outcome.
* List the faculty for each outcome.
* Include the planned teaching method/learner engagement strategy for the outcome.
	+ PowerPoint Didactic
	+ Integrating opportunities for Q/A
	+ Simulation Based Learning (e.g., Role Play, OSCE, etc.)
	+ Self-check or reflection time
	+ Providing opportunities to discuss practice-relevant issues with the faculty/experts/learning facilitators during the activity
	+ Analyzing case studies
	+ Providing opportunities for problem-based learning (group breakouts/shared-learning)
	+ Evaluation (e.g., Pre/Post test, Mini-CEX, etc.)
	+ Other – please specify

**Abstract Text:** 300 word maximum that describes the content and is of publishable quality. Do not include title, author(s), or references in the abstract text – this information will be collected elsewhere in the submission process.

**Authors:**

* As the submitter, you will be considered the primary author and will receive all communication regarding your proposal.
* Either (5) authors may be identified, this includes you as the submitter/primary author
* Please consult with your co-authors on how they would like their **names, credentials, and emails** to appear prior to submission of the abstract.
* Do not list authors or commercial relationships in the body of the abstract.
* Please list all authors in the order they should appear in the printed and online materials (e.g., Journal, assembly app, pocket guide).
* If a co-author you entered is already in the system, please select that record even if the email appears to be different. This is to AVOID creating a duplicate record within the abstract system. A duplicate record will block your co-author from being able to access and complete the required biographical form, disclosure form and faculty agreement and will prevent your proposal from being submitted for review.
* You will be asked to check the faculty box if a co-author you listed will also be presenting.
* Upon submission of the proposal, an email will be sent automatically to the listed co-authors asking them to complete a biographical form, disclosure form and faculty agreement.
* You may log back in at any time prior to the deadline to see if your listed co-authors have submitted their biographical form, disclosure form and faculty agreement.

**Additional information collected:**

* Include any optional information in the comments box, such as references, that may help with the review process.
* Annual Assembly desired outcome attestation
* Pharmacotherapeutic Content breakdown (if applicable)
* Disclosure of previous publication in a peer reviewed journal
	+ NOTE: abstract published in other journals will not be published in JPSM due to copyright infringement
* List any organizational memberships
* Registration attestation

**FINAL STEP**: Once all the above has been determined, proceed to the [electronic abstract submission form](http://aahpm.org/assembly/workshops-sessions-symposia#submit) to enter your information.

Once filled out, pay the submission fee and follow prompts to ensure your abstract is submitted for review.