

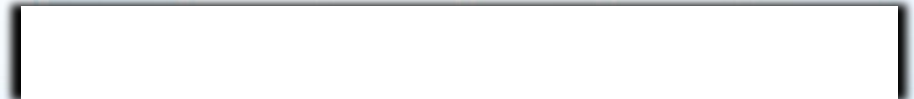
**Getting your educational research
published in the
Journal of Dental Education:
"Writing an educational research abstract for a
presentation at a national meeting and the JDE"**

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Wednesday, Sept. 7, 2016



Program Description

- These workshops are designed for persons interested in publishing their educational research projects in the JDE.
- Part 1: From start to data collection
- **Part 2: Writing an abstract**
- Part 3: From data to publication (October 5, 2-5 pm)

Objectives – Part 2

- **By the end of this first workshop, the participants will have a clearer idea about**
 - **How to create an appropriate title for an abstract;**
 - **How to start an abstract and**
 - **formulate the objectives;**
 - **Which information to include in the Methods paragraph**
 - **How to describe the results**
 - **Which information should be included in the Conclusion paragraph**

Needs assessment

- **What would you like to learn today?**
- **Did you**
 - submit an educational research abstract for a conference before?
 - Want to submit one this year?
- **Are you working on a manuscript for the JDE?**

Outline

- **Step 1: Find the instructions for submitters/authors**
- **Step 2: Does your research fit what the organizers / editors look for?**
- **Step 3: Create a title that is clearly informative plus enticing**
- **Step 4: The paragraphs**
 - **Objectives**
 - **Methods paragraph**
 - **Results**
 - **Conclusions**

Find the instructions

Instructions for JDE article:

<http://www.jdentaled.org/site/misc/ifora.xhtml>

- **Abstract:** For **research studies**, a structured abstract of no more than 250 words should be submitted with the following subheads:
 - Purpose/Objectives: Briefly summarize the issue/problem being addressed.
 - Methods: Describe how the study was conducted.
 - Results: Describe the results.
 - Conclusion(s): Report what can be concluded based on the results, and note implications for dental education.
- Abstracts for other types of manuscripts should be in paragraph form, with no subheads.

Find the instructions

Instructions for ADEA Poster abstract:

<http://www.adea.org/2017/Submit/>

- In addition to the guidance provided under “Preparing your submission,” please keep the following guidelines in mind:
- **Authors:** One author should be identified as the poster presenter.
- **Abstract Text:** All poster abstracts should be **350 words** or less.
- If the abstract is based on research that was funded entirely or partially by an outside source, please be sure to list the funding agency and grant number at the end of the text.
- **Abstract Content:** All abstracts **must** contain the following section headings:
 - Objectives
 - Methods
 - Results
 - Conclusion
- **Learning Focuses:** Each poster proposal must include an ADEA Annual Session Learning Focus based on the abstract’s content. An abstract’s Learning Focus determines the group of peer reviewers who will evaluate it, as well as the grouping of posters onsite at Annual Session. Authors **must** select one of the following nine Learning Focuses (listed below) for each submitted poster abstract.
- **Institutional Review Board (IRB):** When prompted, the authors should list whether the project was IRB-approved for use of human subjects or whether the project was exempt from review.

STEP 2: Does your research fit what the organizers / editors look for?

The *JDE* publishes articles on such topics as

- curriculum reform,
- education research methods,
- innovative educational and assessment methodologies,
- faculty development,
- community-based dental education,
- student recruitment and admissions,
- professional and educational ethics,
- dental education around the world and
- systematic reviews of educational interest.

STEP 2: Does your research fit what the organizers / editors look for?

ADEA Meeting:

- **Admissions, Financial Aid and Student Services**
- **Advocacy and Public Policy**
- **Assessment**
- **Business Administration/Clinic Operations**
- **Curriculum Development**
- **Emerging Issues and Trends**
- **Leadership and Career Development**
- **Teaching and Learning**
- **Technological Innovations**

Does your research fit?

Step 3: Your title

Your title needs

- to inform about material presented
 - What? Who? How?
- AND
- get reader / reviewer / editor interested
- AND
- Be short

Examples

- **Stress, Discrimination, and Social Support: International vs. In- and Out-of-state Dental Students' Experiences**
- **First Year Dental Students' Interest in Learning about Diverse Groups of Patients in 2000 vs. 2016.**
- **Dental Students and Oral Cancer Screenings: A Comparison across Dental Schools and Years of Education.**
- **Periodontal Residents' Evaluations of their Pre-doctoral Education about Periodontal and Implant Surgery: An Exploration.**
- **Dentistry and Dental Hygiene as a Career Choice for Students from Underrepresented Minority Backgrounds: A Survey.**
- **Dental Students' Perceptions of Dental Hygienists' Professional Responsibilities and Interactions with Dental Hygiene Students in Clinical Settings: A Need for an Interprofessional Curriculum.**
- .

Examples continued

- **Educating dental students about interprofessional communication and eating disorders: effects on perceptions and practice of interprofessional care.**
- **Dental Students' Experiences with Periodontal and Implant Surgeries: Evaluations of Educational Experiences and Pedagogy Used.**
- **Leadership-related Dental Education and Its Effects: Dental Students', Alumni and General Dentists' Perceptions.**
- **Dental and Dental Hygiene Students' Personal and Professional Experiences, Attitudes and Behavior Related to Patients with Special Health Care Needs: Does Education Matter?**
- **Dental and Hygiene Students' General and Patient-specific Communication Characteristics: An Exploration.**
- **Patient and dental students' evaluations of dentists characteristics: Does gender, age and ethnicity/race matter?**
- **Dental Students' Background, Knowledge and Attitudes Concerning Loan Repayment Programs: A Survey.**

Step 4: The paragraphs: OBJECTIVES

- **CRUCIAL: Start with sentence that**
- **Frames your research**
- **Gets your reader excited**
- **Shows significance**
- **Justifies why you do your research**

EXAMPLES

- **Didactic and clinical interprofessional education (IPE) support interprofessional care (IPC), optimizing care for patients with complex conditions such as eating disorders (ED).**
- **A high percentage of dental school graduates in the U.S. carry a significant student loan debt when they begin their professional lives.**
- **Dentists are very well positioned to diagnose oral cancer in their patients.**

OBJECTIVES

- **Set stage for your story!**
- **“The objectives are to**
 - **Assess**
 - **Explore**
 - **Investigate**
 - **Measure**
 - **...**
- **Provide the same list as mentioned in Methods, Results, Conclusion..**
- **Consistent with title???**

EXAMPLES:

The objectives are to

- **assess dental students' self-perceived knowledge concerning preventing oral cancer and detecting oral cancer lesions, and their professional behavior related to oral cancer screenings, making referrals and educating their patients at two different dental schools, and as a function of the year of dental education.**
- **(a) assess dental students' didactic and (b) clinical IPE and ED education, (c) determine perceived preparedness to communicate with patients and other professionals about ED, and (d) examine how extent of educational experiences and perceived preparedness correlate with IPC and ED responses.**

Step 4: The paragraphs: Methods

- **Data were collected**
 - **from 300 dental students**
 - **with an anonymous**
 - **web-based / paper/pencil survey**
 - **that included**

EXAMPLES

- In 2014, data were collected from 200 dental students (60 D1s, 72 D2s, 32 D3s, and 36 D4s) at Creighton University School of Dentistry and from 292 dental students (88 D1s, 101 D2s, 38 D3s, and 65 D4s) at the University of Michigan School of Dentistry.
- Data were collected from 32 academic deans in dental schools in the U.S. (Response rate: 49%) and Canada (N=2; Response rate: 20%) and 71 directors of dental hygiene programs in the U.S. (23%). All but 3 of the U.S. dental school responses were submitted on a web-site. Three responses were returned as paper-pencil surveys.
- Survey data were collected from 102 DH program directors (Response rate: 30%). Closed-ended questions assessed the respondents' evaluations of the priority of IPE for themselves, their academic institution, and dental hygiene education in the U.S. Open-ended questions explored which current and planned IPE activities they engaged in and how they assessed outcomes related to the CODA standards that imply IPE.

Step 4: The paragraphs: **RESULTS**

- **Follow the story line described in objectives**
- **One sentence for each objective**
- **DATA!!!!!!!!!! NUMBERS!!!!**

EXAMPLES

- **The Pipeline students improved their standardized and subject specific test scores significantly (Danny Nelson: vocabulary: 47.95% vs. 60.74%; reading comprehension: 47.98% vs. 63.53%; Wide Range: Spelling - 74.61% vs. 85.66%; Math: 57.68% vs. 82.31%; Subject Tests: Biology: 36.88% vs. 60.85%; Chemistry: 21.25% vs. 53.23%; Physics: 35.88% vs. 86.88%). The PFS students improved their DAT scores significantly (Perceptual: From 13.55 to 16.91; quantitative: 13.06 to 14.19; reading: 15.13 to 16.12; academic average: 13.03 to 14.19). All students increased their confidence to do well in the admission process.**

Step 4: The paragraphs: **CONCLUSIONS**

- **Follow story line**
- **Check carefully that the conclusions are based on results**
- **Generalize!**

Step 4: FUNDING AGENCY INFORMATION

- **This research was supported by grant # DE-14887-02 from NIDCR (PI: Inglehart)**

EXAMPLES of ADEA abstracts

**See
February issues
of JDE!**

QUESTIONS?

