Research Abstract Submission Guide

Research abstracts are grounded in scientific theory and build upon or apply previous research. They aim to generate general knowledge, something that can be applied beyond a single institution, and are often designed with the intent to publish or disseminate findings. Abstracts based on preliminary data are acceptable, provided the abstract clearly identifies the data as preliminary.

Review the **Track, Types and Theme Document** before entering your abstract in the portal and be prepared to **select the theme** that best fits your proposal.

An effective abstract should clearly address four key questions: Why was the study or project conducted? What was done, and how? What were the findings? And what do those findings mean in context?

All abstracts must be submitted through the Educating Leaders 2026 Abstract Submission Portal.

1. **Abstract title** (character limit: 90): Use title format (no bold, italics or symbols). Use lowercase linking words in the title, unless used at the beginning of the title or after a colon.
   > **This is a Properly Formatted Abstract Title**
   > **The Abstract: An Example of Proper Title Format**

2. **Speaker(s):** List only individuals who will be **presenting** and **registering** for the conference. **Do not** include co-authors or contributors who are not presenting. This policy allows us to manage speaker logistics, collect required disclosures and streamline communication and registration. Since abstracts and author lists are not published, only presenting speakers are required. Each presenter must complete a disclosure and register during the early-bird period.

3. **Primary Presenter:** The primary presenter is **the main contact for communication** and is the **only person able to edit or upload** materials related to this presentation. This may be different from the primary author in a journal article.

4. **Brief Description for Attendees:** (word limits: max. 200, min. 30) This description **will appear in marketing materials** to promote your presentation and attract attendees. Succinctly summarize what participants will gain or discover by engaging with your session. Focus on key takeaways, insights, or relevance to osteopathic medical education. *Do not include the session title, author names or institutional affiliations in this text.*

5. **Attendee Learning Objectives:** (word limits: max. 50, min. 6) per objective) Each abstract must include **three** learning objectives, which describe what attendees (or poster viewers) will be able to take away from the session or poster. These objectives support the continuing education accreditation process. Use clear, action-oriented verbs (e.g., describe, identify, discuss, develop, demonstrate, etc.). Refer to Bloom's Taxonomy as a helpful guide when writing your objectives.

6. **Abstract:** (total word limits: min. 20, max. 500) This section will be assessed by reviewers using a standardized rubric. The abstract should be **clear, concise, and self-contained**. **Do not include graphs, tables, figures, footnotes, or citations.** All content must be fully described within the body of the abstract. Include a **statement on IRB status** within the abstract, indicating whether approval was obtained, not required, or pending.

   Note: The section headers and descriptions below are **specific to Research** abstracts. Please follow them carefully, as they reflect the unique criteria used to evaluate your submission.

- **Background** Briefly describe the research area and the problem your study addresses. Clearly explain the challenge or issue under investigation and its relevance to osteopathic medical education. Provide a concise rationale for why the study was necessary, highlighting its significance, novelty, and connection to osteopathic principles or practices. This section should establish the importance of the topic and introduce any new or emerging areas your study explores. **Strong abstracts clearly articulate the relevance and originality of the research focus, linking it to meaningful gaps or needs in osteopathic medical education.**

- **Research Objectives:** Clearly state the primary research question or aim of your study, along with any key secondary objectives. If a priori hypothesis was established (a hypothesis developed before data collection), include it here. Study objectives should be specific and directly aligned with the issue described in the Background section. **Strong abstracts present focused, well-organized objectives that guide a coherent research inquiry.**

  - **Tip:** *Your research question belongs in this section. Use action verbs such as evaluate, determine, examine, compare, or analyze when writing your objectives to ensure they are specific and goal-oriented.*

- **Methods:** Provide a concise summary of how the study was conducted. This section should describe the study design, setting, participants, any interventions, primary outcome measures, and the types of analyses used. Some data, even if the data is only preliminary, should be described. **Strong abstracts present methods that are clearly aligned with the research objectives, use appropriate study designs and analytic techniques, and may include innovative approaches.**

- Briefly list the essential methodological elements below to maintain clarity and focus:

  - **Design**— State the study's basic design (e.g., qualitative study, randomized controlled trial, double-blind, cohort, survey, cost-effectiveness or quality improvement analysis).
  - **Setting**— Provide a one-sentence description of the context in which the study was conducted (e.g., college of osteopathic medicine, clinical setting, residency program, multi-institutional study).
  - **Participants**— Summarize key eligibility criteria, number of participants,
  - **Interventions**— Describe any interventions administered. If not applicable, this can be omitted.
  - **Main Outcome Measure(s**)— Provide a brief description of the study's outcome measurements. If no outcomes were measured, state this and briefly explain why. Also note whether the hypothesis was formed during or after data collection.

- **Results:** **Presents the key outcomes.** State the primary outcomes of the study clearly and include relevant statistical information where appropriate. Findings should directly correspond to the outcome measures described in the Methods section. Provide summary data such as raw numbers (not just percentages), confidence intervals, and levels of statistical significance. If the study included a survey, report response rates. If results are not available at the time of submission, include preliminary results or a clear and realistic timeline for when they are expected. Lack of data will decrease an abstract's scores. **Strong abstracts use data to answer the research question, support conclusions with evidence, and offer novel or meaningful insights.**

- **Conclusion and Implications:** Clearly state the primary takeaway of the study in a few concise sentences. Relate your findings back to the research question and broader context, ensuring conclusions are supported by the results. Include any important secondary findings and note implications for education, clinical practice, or future research. Acknowledge major limitations and avoid overinterpretation. If applicable, include clinical trial registration details or other regulatory identifiers. **Strong abstracts offer focused, evidence-based conclusions with meaningful implications and reflect a clear understanding of the study's contribution to the field**.

7. **Topic Tags (Keywords):** Choose 1-5 topic tags that reflect your presentation content. These tags will help attendees search for and discover your session**.**

8. **Additional Information**
   Will this presentation involve the promotion of a product or service, or feature a presenter representing one?

9. **Print:** Remember to select "print a copy" for your files *and* to email yourself confirmation.