

## **Guidelines for Submitting Abstracts**

Thank you for your interest in submitting an abstract for the 37th GLMA Annual Conference on LGBTQ Health! This document will outline GLMA's expectations for abstracts and a description of the two types of abstracts we are seeking for the Annual Conference. Please read the following guidelines carefully.

This year, GLMA is debuting a more **intuitive abstract submission portal** as we migrate to our new, user-friendly membership software system. **We highly recommend reading the [Instructions and Tips for using the system](#) prior to starting the submission process.** We appreciate your patience during this time, as we continue to iron out any issues and finalize design details within our new system. If you have questions, please contact us at [annualconference@glma.org](mailto:annualconference@glma.org).

Please see the [Call for Abstracts](#) for more information on this year's conference theme and examples of previously presented topics.

### **Expectations for Abstracts**

#### ***LGBTQ Health Across the Lifespan***

With the 2019 Annual Conference theme, *LGBTQ Health Across the Lifespan*, GLMA encourages abstracts to address the importance of understanding the ever-changing healthcare needs of LGBTQ people throughout their lives, from birth to end-of-life care. The GLMA Annual Conference on LGBTQ Health will focus on comprehensive and team-based approaches to healthcare and research that optimize the mental and physical wellbeing of LGBTQ people from all age cohorts, while taking into consideration the intersection of sexual orientation, gender identity, and age with other identities. ***Abstracts and proposals addressing this theme will be prioritized.***

#### ***Audience***

The GLMA Annual Conference draws over 450 participants from various health professions including physicians, physician assistants, nurses, nurse practitioners, researchers, educators, mental and behavioral health specialists and social workers, health policy specialists, advocates, administrators, public health practitioners, health profession students and others interested in improving health for LGBTQ people.

#### ***Evidence-Based Content***

GLMA is committed to ensuring all content presented at the Annual Conference provides a balanced view of therapeutic options, if applicable, and is evidence-based. Abstracts submitted for consideration should be developed based on evidence that is accepted within the presenter's profession.

#### ***Abstract Components***

All abstract submissions must include the following components:

- Presenter(s) name(s) and contact information, including degrees (limit 2 per presenter)
- CV/resume(s) for each presenter
- Completed set of [Speaker Forms](#) for each presenter
- Headshot for each presenter
- Presenter bio(s) (*maximum 150 words each*)
- Presentation title
- Abstract (*maximum 250 words*)
- 3 Learning objectives (*please see below for more information*)
- Workshop timeline\* (*maximum 250 words*) (*please see below for more information*)
- Identify applicable therapeutic categories and competencies (*please see below for more information*)

★ Learning objectives must be written using **verbs that demonstrate behaviors** (i.e., explain, list, describe, discuss, demonstrate, calculate, compare, analyze, etc.). “Understand” and “know” are examples of words that **should not be included** in learning objectives.

The goal of learning objectives for GLMA’s Annual Conference is to facilitate changes in participants’ behavior, not knowledge or understanding.

Learning objectives will be formatted in the following way:

*By the end of this presentation, participants will be able to:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### ***Applicable Health Categories***

Which of the following categories are addressed by your proposed program? (Select up to four.)

Adolescent Health	Health Policy	Pharmacotherapeutics
Allergy/Immunology	Infectious Disease	Preventive healthcare
Anesthesiology	Global Health	Psychiatry
Behavioral Health	Intersex/DSD Health	Public Health
Bisexual Health	Legislative Issues	Pulmonology
Cardiology	LGBTQ Health	Radiology
Climate Reform	Malpractice Issues/Quality Assurance/Risk Management	Physical Health/Rehabilitation
Communication	Gay/Men who have Sex with Men (MSM) Health	Reimbursement Issues
Competency-Based Education	Mental Health	Reproductive Health
Complementary/Integrative	Nephrology	Rheumatology
Critical Care	Neurology	Role of the Health Professional
Curriculum Reform	Nutrition	Substance abuse
Dermatology	Obstetrics/Gynecology	Surgery
Diversity/Intersectionality	Occupational Health	Technology
Emergency/Urgent Care	Oncology	Training Program Reform
Endocrinology	Ophthalmology	Trauma
Ears, Nose, Throat	Oral Health	Travel Health
Ethics	Orthopedics	Transgender/Gender Nonconforming Health
Gastroenterology	Palliative healthcare	Urology
Genetics	Pathology	Lesbian/Women who have Sex with Women (WSW) Health
Geriatrics	Pediatrics	
Hematology		
HIV/AIDS		

### ***Applicable Competencies***

GLMA expects each abstract to address at least one of the following ACGME Professional Competency:

*Healthcare Knowledge:* Healthcare knowledge is an understanding of the epidemiology, pathophysiology, diagnosis, management, and prevention of disease.

*Interpersonal and Communication Skills:* Interpersonal and communication skills are important to effective information exchange with patients, patient family members, members of the health care team, and the health care system.

*Patient Care:* Patient care is the ability to provide health care that is compassionate, appropriate, safe, and effective for the treatment of health problems and the promotion of health across the life span.

*Professionalism:* Professionalism is a commitment to personal development, individual accountability, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements in health care.

*Practice-based Learning and Improvement:* Practice-based learning and improvement is ongoing dedication to assess, evaluate, and improve patient care practices.

*System-based Practice:* System-based practice encompasses the societal, organizational, political and economic environments in which health care is delivered.

## Abstract Submission Types

GLMA is calling for **two types of abstract submissions**: Workshops Sessions and Original Research Sessions (oral and poster presentations). For more information on GLMA's Annual Conference, please refer to GLMA's Call for Abstracts or visit [www.glma.org/conference](http://www.glma.org/conference).

Please [click here](#) for **sample abstracts** and [click here](#) to see a list of **asked questions**

### Workshops Sessions

*Format:*

Workshops are interactive sessions with 20-50 multidisciplinary attendees and should be developed to allow for an in-depth presentation and discussion of a topic. Case studies, role plays and discussion-based brainstorming are encouraged in addition to, or in place of, PowerPoint presentations.

Workshop sessions are 60 minutes in length, including at least 10 minutes for Q&A with the audience. You will be required to submit a proposed timeline (i.e., draft agenda) for your workshop session. *See the box for an example.*

*Presenters:*

Co-presenters are permitted for workshop sessions; however, **only one presenter should submit the abstract**. The presenter who submits the abstract will be known as the "primary presenter" and will be the person notified with the selection decision. No more than four presenters are permitted for one abstract. Please [contact us](#) if your workshop requires more than four presenters. *All presenters MUST be specified and included in the abstract submission.*

#### \*Workshop Timeline Example

- Introduction to the topic (20 minutes)—  
Didactic presentation using PowerPoint
  - Speaker #1 on subtopic (1/2 the time)
  - Speaker #2 on subtopic (1/2 the time)
- Small group break-outs (20 minutes)—  
Handouts will be used
- Report back and large group discussion (15 minutes)—Facilitated by Speaker #1
- Wrap-Up & evaluations (5 minutes)—  
Facilitated by Speaker #2

### Original Research Sessions (Oral or Poster Presentations)

*Format:*

Original Research Sessions should include sections on background, methods, results and discussion.

Abstracts selected for **oral presentations** (using PowerPoint) will be 15 minutes, followed by 5 minutes of Q&A with the audience. Accepted abstracts will be grouped in sets of three by GLMA's Education Committee and presented during the same concurrent session. To the extent possible, abstracts will be grouped by topic. *As is standard practice, oral research presenters should expect to be asked questions about their research by members of the audience.* The session will be moderated.

Abstracts selected for **poster presentations** will be displayed during the poster sessions, which will last 30-45 minutes and run concurrently with conference transition periods. The author will briefly present their poster and discuss it with attendees.

*Presenters:*

**Only one author of a study may present during an oral or poster session.** Do not list additional authors in the abstract submission. Other authors may be listed in the program and on the presentation materials if requested via email to [annualconference@glma.org](mailto:annualconference@glma.org) after the abstract has been accepted for inclusion in the Annual Conference. *It is the responsibility of the primary author (i.e., the author who submits the abstract) to provide the names of additional authors to conference planners after acceptance.*

**Questions? Contact us at [annualconference@glma.org](mailto:annualconference@glma.org) or 202-600-8037 ext 308. For an example of previously submitted and accepted abstract, please [click here](#).**