

# The Writing Center @ KUMC

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## What is an Abstract?

An abstract is:

- A self-contained, short, and powerful statement that describes a larger work, conveying what research was done and why.
- A stand-alone document that encourages you to read an entire article.
- A description of a study and its results.
- A condensed version of a full paper with a word limit (usually 300 words or less).
- An intermediate stage in an ongoing project used to apply for conferences.
- Something you don't put off until the day before a deadline.

An abstract reproduces every section of the study or article it describes. The journal or conferences you are submitting to will determine the exact sections and expectations, including length requirements. The following are expected in almost every abstract, whether for a class or publication, reflecting the most common sections in scientific writing – introduction, methods, results, and discussion:

1. A clear statement of the general problem, context and what is already known about the topic.
2. A clear statement detailing the *specific* aspects of the problem being studied, i.e. the central question or gap in the research you are investigating.
3. Specifics of methodology, using the past tense (what was studied, not what the article will be about).
4. A description of the most relevant or significant results, using the present tense.
5. The potential impacts of the study on your field.
6. A set of keywords highlighting the most important features of the article as a whole.

Here is an example of a successful abstract following the suggestions above:

Although interprofessional collaboration is emphasized as important in schools, little is known about how it should be organized. We analyzed the effects of an organizational model of interprofessional collaboration, the LOG model. The model aims to improve interprofessional collaboration by identifying and improving various meeting places for collaboration, involving municipal school leaders, principals, staff, and interprofessional collaborators, and by increasing feedback from meeting places in and around schools. In a cluster-randomized design including 35 Norwegian primary schools, 19 schools were randomized to the experimental group and implemented the LOG model, and 16 were randomized to a control group. A total of 142 interprofessional collaborators (e.g., school nurses, social workers, and principals) received a questionnaire prior to randomization, with one- and two-year follow-up. Using a validated scale to measure interprofessional team collaboration, we evaluated the effects of the model on collaborators' perceptions in four dimensions: (a) Reflection on process, (b) Professional flexibility, (c) Newly created professional activities, and (d) Role interdependence. During the first, but not the second year of follow-up, the results demonstrated positive and statistically significant effects of the LOG model on the dimensions Reflection on process ( $p < .001$ ) and Newly created professional activities ( $p = .016$ ). Our findings demonstrate the potential of interventions addressing interprofessional collaboration at the organizational level.

Keywords: Interprofessional; cluster-randomized; collaboration; intervention; school.

SOURCE:

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