

NIA and NIDA 2015 Poster Day Information – Baltimore

Tuesday, August 4, 2015 -- 1:00 p.m. – 3:00 p.m.

Biomedical Research Center, Atrium
Johns Hopkins Bayview Campus, Baltimore, Maryland

Dress Code: Business casual – Professional attire.

Format: Space will be available (4 feet by 4 feet) on a poster display surface for you to present information on your project. Your poster should include:

Introduction (providing background information)
Purpose of the project
Materials and methods
Results and conclusions

This experience will provide you with the opportunity to discuss the research that you have been conducting this summer. Even if your results are very preliminary at this point, you are encouraged to present background information from your project, any data you may have generated, or a discussion about the techniques you have learned. The poster session is informal and will provide an opportunity to gain experience making scientific presentations.

Questions or Assistance: Michael Rouse Ph.D., 410-558-8448, Email: michael.rouse@nih.gov

Registration: Mentor(s) will be asked to approve the on-line information prior to final submission of the poster registration. Available electronically after July 9, 2015 at <http://posterday.grc.nia.nih.gov/>.

NIA and NIDA Poster Day Deadlines:

- Registration for NIA and NIDA IRP Poster Day – **Friday, July 10**
- Withdrawal of Poster – **Friday, July 24**

Visual Media Section (VMS) Deadlines:

- VMS-Design – one-page poster submission - **Friday, July 27 (noon)**
- Self-Design – one-page poster submission - **Wednesday, July 27 (noon)**

Information Contacts:

Ms. Arlene Jackson, NIA IRP Recruitment Specialist
Telephone: 410-558-8121, email: jacksona@mail.nih.gov

Ms. Taya Dunn-Johnson, Assistant to the NIA Deputy Scientific Director
Telephone: 410-558-8035, email: dunnt@mail.nih.gov

NIH Poster Day – Main Campus – Bethesda

Thursday, August 6, 2015 -- 9:00 a.m. – 5:00 p.m.

Natcher Conference Center, Building 45
NIH Main Campus, Bethesda, Maryland

Dress Code: Business casual – Professional attire.

Format: You will have 4 feet by 4 feet pre-assigned poster board on which to display your work. Your poster should include:

Introduction (providing background information)
Purpose of the project
Materials and methods used
Results and conclusions

Registration: Available electronically after June 15, 2015 at <http://www.training.nih.gov>.

Deadlines:

- Registration for NIH Poster Day – **Monday, July 8, 2015, 5:00 p.m.**
- Mentor Approval – **Friday, July 10, 2015, 5:00 p.m.**

Information Contact:

Ms. Arlene Jackson, NIA IRP Recruitment Specialist
Telephone: 410-558-8121, email: jacksona@mail.nih.gov

Important Note – Registering for the NIA and NIDA IRP Poster Day **does not** register you for the NIH Poster Day in Bethesda. You must register separately for each of these events!

NIA and NIDA Poster Day 2015 – Sample Registration Form

Required fields indicated with an (*)

Poster Information:

NIA Student *

NIDA Student *

Title

(Example) *

NIA Laboratories: *

NIDA Laboratories:*

Mentor Information:

Mentor #1 * *

* *

Mentor #2

Poster Presenter Information:

* *

*

*

* *

Academic Information (as of Spring 2015):

School Year *

Education Level *

Last School Attended * * *

NIA and NIDA Poster Day 2015 – Barbara A. Hughes-Award of Excellence

The Barbara A. Hughes, Award of Excellence has been established to recognize Dr. Hughes's mentorship of young scientists.

Dr. Hughes was the first to recognize the value of hosting a poster day for NIA's summer program students. She planned and organized our first poster session in 1993 with 5 participating students. Barbara's interest in science and future scientists served as a catalyst for NIA's outstanding summer program and annual poster session. Dr. Hughes understood the challenges that young students face as they proceed through the rigorous pathway of training for a career in the biomedical sciences because of her early training and career as an NIA biologist.

The research competition is sponsored by the NIA Office of the Scientific Director to recognize the scientific achievement of our summer students. Each NIA student who registers to participate in the poster day will automatically be entered into the competition. There will be 5 teams of 2 judges consisting of: (1) Senior investigator, (1) Tenure Track Investigator or staff scientist, and (1) Post-doctoral fellow. On poster day, the judges will review assigned posters and complete a score sheet on each poster. The score sheets, which are based on a given set of criteria (attached), are then tallied and recorded on the final scoring sheet. At the conclusion of poster day, awards will be announced. The 3 students with the best judges' score will receive a plaque, acknowledging their outstanding accomplishment. All participants will receive a certificate of merit to acknowledge their participation.

**National Institute on Aging (NIA)
Intramural Research Program
2015 Judging Form – Poster/Oral Presentation**

STUDENT NAME:
STUDENT SCHOOL:
JUDGING STAFF: A Senior Scientist or Tenure Track Scientist, and a Postdoctoral Fellow

POSTER BOARD NUMBER:
NIA LABORATORY:

NOTE: Please refer to the evaluation rubric for interpretation of the review criteria.

| Review Criteria | Please circle <i>only one number</i> for each criterion | | | | | Circled Number (Score) |
|--|--|---|---|-----------|---|------------------------|
| | Weakest | | | Strongest | | |
| HYPOTHESIS AND/OR STATEMENT OF PROBLEM | 1 | 2 | 3 | 4 | 5 | |
| | Weakest | | | Strongest | | |
| METHODS AND CONTROLS/COMPARISONS | 1 | 2 | 3 | 4 | 5 | |
| | Weakest | | | Strongest | | |
| RESULTS | 1 | 2 | 3 | 4 | 5 | |
| | Weakest | | | Strongest | | |
| CONCLUSION AND FUTURE WORK | 1 | 2 | 3 | 4 | 5 | |
| | Weakest | | | Strongest | | |
| OVERALL PRESENTATION & HANDLING QUESTIONS | 1 | 2 | 3 | 4 | 5 | |
| | Weakest | | | Strongest | | |
| POSTER BOARD / ORAL PRESENTATION | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| TOTAL SCORE (Maximum possible score of 30) = | | | | | | |

Student was not present at his/her poster board.

Comments: _____

Please complete one judging form for each participant.
Thank you for serving as a judge for the 2015 NIA Poster Day.
Modified from ABRCMS and ASM Judging Handbook.
Permission for use of this rubric was obtained from the ASM/ABRCMS.

2015 NIA Judging Criteria – Poster/Oral Presentation

| SCORE | HYPOTHESIS AND/OR STATEMENT OF PROBELM | METHODS AND CONTROLS/COMPARISON | RESULTS | CONCLUSION AND FUTURE WORK |
|-------|---|--|---|---|
| 5 | <ul style="list-style-type: none"> • A logical hypothesis was presented clearly. • Background information was relevant and summarized well. Connections to previous literature and broader issues were clear. • Goal of project was stated clearly and concisely; showed clear relevance beyond project. | <ul style="list-style-type: none"> • Thorough explanation of why particular methods were chosen. • Clear discussion of controls or comparative groups; all appropriate controls or comparative groups were included. | <ul style="list-style-type: none"> • Substantial amounts of high quality data were presented sufficient to address the hypothesis. • Presentation of data was clear, thorough, and logical. | <ul style="list-style-type: none"> • Reasonable conclusions were given and strongly supported with evidence. • Conclusions were compared to hypothesis and their relevance in a wider context was discussed. • Student is able to articulate the relevance of work to aging. |
| 4 | <ul style="list-style-type: none"> • A logical hypothesis was presented. • Background information was relevant, but connections were not clear. • Goal of project was stated clearly; showed relevance beyond project. | <ul style="list-style-type: none"> • Good explanation of choice of methods. • Clear discussion of controls or comparative groups; most controls or comparative groups were included. | <ul style="list-style-type: none"> • Sufficient amounts of good data were presented to address the hypothesis. • Presentation of data was clear and logical. | <ul style="list-style-type: none"> • Reasonable conclusions were given and supported with evidence. • Conclusions were compared to hypothesis, but their relevance was not discussed. |
| 3 | <ul style="list-style-type: none"> • A questionable hypothesis was presented. • Background information was relevant, but connections were not made. • Goal of project was stated understandably. | <ul style="list-style-type: none"> • Little comment on why the methods were chosen and others not chosen. • Adequate discussion of controls or comparative groups; some significant controls or comparative groups were lacking. | <ul style="list-style-type: none"> • Adequate amounts of reasonably good data were presented to address the hypothesis. • Presentation of data was not entirely clear. | <ul style="list-style-type: none"> • Reasonable conclusions were given. • Conclusions were not compared to the hypothesis and their relevance was not discussed. |
| 2 | <ul style="list-style-type: none"> • A questionable hypothesis was presented and was not necessarily supported. • Some relevant background information was included, but not connected. • Goal of project was not clear. | <ul style="list-style-type: none"> • No discussion of choice of methods. • Controls or comparative groups not adequately described; some appropriate controls or groups were missing. | <ul style="list-style-type: none"> • Some data were lacking not fully sufficient to address the hypothesis. • Presentation of data was included, but unclear or difficult to comprehend. | <ul style="list-style-type: none"> • Conclusions were given. • Little connection with the hypothesis was apparent. |

| | | | | |
|--------------|--|---|--|---|
| 1 | <ul style="list-style-type: none"> The hypothesis was inappropriate or was missing. Little or no background information was included or connected. Goal of project was not stated. | <ul style="list-style-type: none"> Methods section missing. Serious lack of controls or discussion of controls. | <ul style="list-style-type: none"> Results are not yet available or reproducible. Presentation of data was missing. | <ul style="list-style-type: none"> Conclusions were missing. There was no connection with the hypothesis. |
| SCORE | OVERALL PRESENTATION & HANDLING QUESTIONS | | POSTER BOARD OR ORAL PRESENTATION | |
| 5 | <p>Student:</p> <ul style="list-style-type: none"> Demonstrates a very strong knowledge of the research project Speaks clearly, naturally and with enthusiasm; makes eye contact Comfortably uses visual aids to enhance presentation Answers difficult questions clearly and succinctly Presentation is consistently clear and logical | | <ul style="list-style-type: none"> All expected components are present, clearly laid out, and easy to follow in the absence of presenter The text is concise, legible, and consistently free of spelling or typographical errors; the background is unobtrusive The figures and tables are appropriate and consistently labeled correctly Photographs/tables/graphs improve understanding and enhance the visual appeal | |
| 4 | <p>Student:</p> <ul style="list-style-type: none"> Demonstrates a good knowledge of the research project Speaks clearly and naturally; makes eye contact Uses visual aids to enhance the presentation Answers most questions Presentation is clear for the most part, but not consistently | | <ul style="list-style-type: none"> All expected components are present, but layout is crowded or jumbled and somewhat confusing to follow in the absence of presenter The text is relatively clear, legible, and mostly free of spelling or typographical errors; the background is unobtrusive Most of the figures and tables are appropriate and labeled correctly Photographs/tables/graphs improve understanding | |
| 3 | <p>Student:</p> <ul style="list-style-type: none"> Demonstrates some knowledge of the research project Reads from the poster (slide or script) some of the time Uses some visual aids to enhance the presentation Has some difficulty answering challenging questions Presentation is generally unclear and inconsistent | | <ul style="list-style-type: none"> Most of the expected components are present, but layout is confusing to follow in the absence of presenter The text is relatively clear and legible, but inconsistently free of spelling or typographical errors; the background may be distracting The figures and tables are not always related to the text, or appropriate, or are labeled incorrectly Photographs/table/graphs do not improve understanding | |
| 2 | <p>Student:</p> <ul style="list-style-type: none"> Demonstrates a poor knowledge of the research project Reads from the poster (slide or script) most of the time Does not use the available visual aid to enhance presentation effectively Has difficulty answering questions | | <ul style="list-style-type: none"> Some of the expected components are present, but layout is untidy and confusing to follow in the absence of the presenter The text is hard to read due to font size or color and inconsistently free of spelling or typographical errors; the background may be distracting The figures and tables are not related to the text, or are not appropriate, or are poorly labeled. | |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> • Presentation is unclear | <ul style="list-style-type: none"> • Photographs / tables/graphs are limited and do not improve understanding of the project |
| 1 | <p>Student:</p> <ul style="list-style-type: none"> • Does not demonstrate any knowledge of the research project • Reads from the poster (slide or script) all the time • Does not use the available visual aid to enhance presentation • Does not understand questions • Presentation is very confusing | <ul style="list-style-type: none"> • Some of the expected components are present, but poorly laid out and confusing to follow in the absence of the presenter. • The text is hard to read, messy and illegible, and contains multiple spelling or typographical errors very poor background • The figures and tables are poorly done • Visual aids are not used |