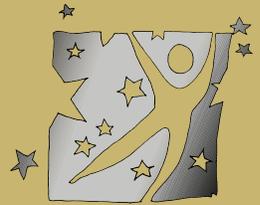


2016 Summer Program

It's your time to be a

STAR



Summer **T**rainee in **A**ging **R**esearch

National Institutes of Health
National Institute on Aging
Intramural Research Program



May 2016

A Message to All Summer Research Program Participants:

On behalf of all the members of our scientific community, I would like to welcome you to the National Institutes of Health (NIH). It is my sincere hope that your experience with us this summer will enhance your knowledge, understanding, and appreciation of the world of biomedical research and will contribute to the development of your academic and career goals. Over the years, participation in this program has motivated many individuals like you to pursue careers in the biomedical sciences.

While you will undoubtedly be spending most of your time this summer in your research group, I highly encourage you to take advantage of the many special opportunities we have to offer. The NIH Office of Intramural Training & Education has organized several activities designed to enrich your summer experience. One of these is the very popular Summer Lecture Series. At these lectures, leading NIH scientists will discuss their current research in presentations designed just for you. Be sure to arrive early to get a seat.

Poster Day 2016, another special event, held this year on July 29th, provides you the opportunity to present your summer research findings to the broader NIH scientific community. I encourage all summer students to take part in this NIH-wide event, which recognized the work of more than 900 students in 2015. You will find a description of the registration procedure and guidelines for creating a poster in this handbook.

You are likely to notice, through the Lecture Series, Poster Day, or your discussions with other summer interns, that NIH investigators use a wide array of techniques and approaches. This reflects the NIH conviction that, in the twenty-first century, important biomedical problems will be solved by combining the knowledge and skills of engineers, mathematicians, chemists, pharmaceutical scientists, physicists, and experts in computer science and bioinformatics, as well as biologists. Working in teams, investigators with diverse scientific, educational, and cultural backgrounds represent the key to the progress on which our nation's health depends.

We expect you to complete laboratory and radiation safety courses that teach valuable skills and ensure that your summer with us will be a safe one. We will also be offering sessions called "Planning a Successful NIH Summer Internship" that will help you hit the ground running. Finally, I highly recommend that you take advantage of OITE workshops and talks that will assist you with planning your career.

Congratulations on your selection for an internship and best wishes for a rewarding summer at the NIH!

Sincerely yours,

Michael M. Gottesman, MD
Deputy Director for Intramural Research
National Institutes of Health



Scientific Director
National Institute on Aging
Biomedical Research Center
251 Bayview Boulevard
Suite 100
Baltimore, Maryland 21224

June 2016

To All National Institute on Aging Intramural Research Program Summer Students:

On behalf of the National Institute on Aging (NIA) Intramural Research Program (IRP), I would like to take this opportunity to welcome you to the NIA. I hope that your time spent with us working in a research laboratory will increase your interest in biomedical research and encourage you to continue your pursuit of a career in the biomedical sciences.

In addition to your time in the laboratory, we have planned other activities to enhance your summer experience with us. Our Summer Seminar Series is designed to introduce you to some of the exciting opportunities available in aging research.

The NIA and NIDA Poster Day is scheduled for Thursday, August 4, 2016, in the Atrium of the Biomedical Research Center in Baltimore. The NIH-wide annual Poster Day is being held on Friday, July 29, 2016, on the main campus in Bethesda, Maryland. You are encouraged to take advantage of these opportunities to present your research findings to the NIA and NIH scientific communities.

Our IRP Summer Research Student Program has grown into a program full of unique research possibilities. We are honored to have you join our program and offer you best wishes for a worthwhile and productive summer.

Sincerely yours,

Luigi Ferrucci, M.D., Ph.D.
Scientific Director

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Trainee in
Aging
Research



June 2016

Dear Summer Trainees in Aging Research (STARs):

Welcome to the NIA Summer Trainee in Aging Research (STAR) Program. The NIA Intramural Research Program is located in the NIH Biomedical Research Center, a state-of-the-art research facility on the Johns Hopkins Bayview Campus. This year's class includes a diverse group of bright and talented students from places as far away as Fairbanks Alaska and Puerto Rico and from our neighbors in District of Columbia and Virginia.

NIA is committed to providing an enriching research experience, matching you with an extraordinary mentor, and friendly staff to contribute to an exceptional learning environment for the summer. We are large enough to provide a wide range of high quality research experience, but small enough to be responsive to individual student needs and concerns.

Please use our website to learn more about our institute, its successes, and the many training opportunities that we offer to students at all levels.

We hope your summer with NIA is filled with stimulating challenges, grand rewards, and fond memories. You are encouraged to stop by my office at any time with questions or concerns.

Sincerely,



Ms. Arlene Jackson
NIA IRP Recruitment Specialist
BRC, Room 04C409B.1
410-558-8121
jacksona@mail.nih.gov

National Institute on Aging Intramural Research Program

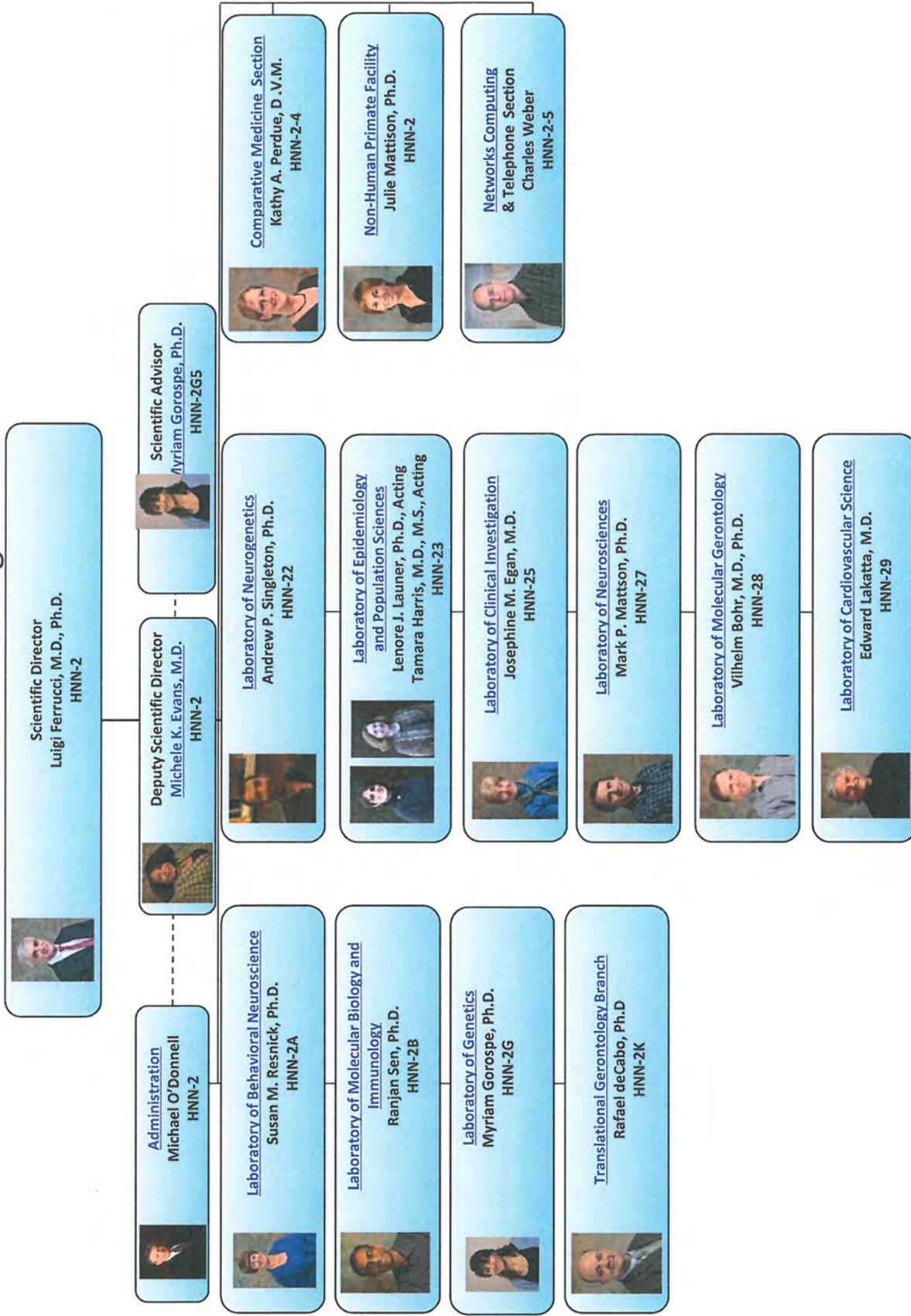


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2016 NIA Summer Program Contacts

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Ms. Taya Dunn Johnson
Assistant to the NIA Deputy Scientific Director
BRC, Room 04C221
Phone: 410-558-8035
Email: dunnt@mail.nih.gov

Ms. Laci Sasser
NIA IRP Administrative Officer
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Email: SasserL@grc.nia.nih.gov

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NIA BRC, Room 04C216
IRP Safety Operations Manager
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Fax: 410-558-8324
Email: waltherrj@mail.nih.gov

Ms. Sarah Ball
NIA IRP Safety Technician (Contractor)
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Email: ballsa@mail.nih.gov

Michele K. Evans, M.D.
NIA Deputy Scientific Director and Training Director
BRC, Room 04C222
Phone: 410-558-8573
Email: me42v@nih.gov

2016 Summer Program Laboratory Coordinators

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Fax: 410-558-8386
Email: feehleys@mail.nih.gov

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Fax: 410-558-8302
Email: tirabassian@mail.nih.gov

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Mr. Ryan Taylor
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Fax: 301-480-0335
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ryan.taylor@nih.gov

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Ms. Karen Harris
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Fax: 410-558-8323
Email: harriskar@mail.nih.gov

Ms. Rayven Simms
Laboratory of Epidemiology and Population Sciences
(South)
Phone: 301-496-1178
Fax: 301-496-4006
Email: Rayven.Simms@nih.gov

2016 Important Dates

June 6	Summer Student Orientation Biomedical Research Center 3A519 10 a.m. – 12 p.m. (Orientation) 3C227 1 p.m. – 3:00 p.m. (Safety Training)
June 24	Summer Science Skills Bootcamp BRC 3C227 (9 a.m.-4 p.m.)
July 14	NIH Graduate and Professional School Fair (TRANSPORTATION PROVIDED)
July 13	Annual Bayview Scholars Celebration (Asthma and Allergy Auditorium)
July 11*	Workshop – “How to Prepare for Poster Day” Conference Room 3C227 12:00 p.m. – 1:00 p.m. Biomedical Research Center

NIA and NIDA Poster Day - August 4, 2016

July 11	NIA Poster Day Registration (OPEN)
July 18	Registration Deadline
July 20	Withdrawal of Poster

Visual Media Section (VMS) Deadlines:

July 25	VMS-Design – one-page poster submission
July 27	Self-Design – one-page poster submission

August 4	NIA and NIDA IRP Poster Day Biomedical Research Center, Atrium 12:30 p.m. – 4:00 p.m. Johns Hopkins Bayview Medical Center Baltimore, Maryland
----------	---

* Poster Preparation Assistance:

- Nancy Chiles, Ph.D., Laboratory of Epidemiology and Populations Science
Phone: 410-350-3971, Email: nancy.chiles@nih.gov
- Michael Rouse Ph.D., Laboratory of Clinical Investigation
Phone: 410-558-8448, Email: michael.rouse@nih.gov

NIA and NIDA 2016 Poster Day Information – Baltimore

Thursday, August 4, 2016 -- 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 (3.5 feet by 3.5 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:

- Nancy Chiles, Ph.D., Phone: 410-350-3971, Email: nancy.chiles@nih.gov
- 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, 2016 at <http://posterday.grc.nia.nih.gov/>.

NIA and NIDA Poster Day Deadlines:

- Registration for NIA and NIDA IRP Poster Day – **Monday, July 11**
- Withdrawal of Poster – **Monday, July 20**

Visual Media Section (VMS) Deadlines:

- VMS-Design – one-page poster submission - **Monday, July 25**
- Self-Design – one-page poster submission - **Wednesday, July 27**

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 – Friday, July 29, 2016

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

Registration: Available electronically June 6, 2016 at <http://www.training.nih.gov>.

Deadline:

- Registration for NIH Poster Day – **Monday, July 6, 2016, 5:00 p.m.**

Participation Confirmation:

- Receive email confirmation of poster board – **Friday, July 15, 2016**

Dress Code: Business casual – Professional attire.

Format: You will have 3.5 feet by 3.5 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

Information Contact:

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

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

NIA and NIDA Poster Day 2016 – 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 2016):

School Year *

Education Level *

Last School Attended * * *

NIA and NIDA Poster Day 2016 – 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.

BRC Multipurpose Conference Room

Biomedical Research Center, 04C409A
410-558-7271

Hours of Operation:

Monday through Friday
8:30 a.m. to 5:00 p.m.

The BRC Multipurpose Conference Room is available for students who don't have access to a computer in their laboratory/office area.

Personal Conduct:

- Laptops are available are provided mainly for research purposes (poster day preparation, on-line training, and responding to work email). Please limit personal usage if others are waiting to use computers. Please see Ms. Jackson or Mrs. Dunn Johnson to obtain a laptop.
- Food items and drinks are not permitted in the conference room. Tables and an eatery are located on the 3rd floor level adjacent to the cafeteria.
- Cell phone conversations are not permitted. Please proceed to the hallway if you receive incoming calls.
- We are not responsible for personal belongings. Do not leave your belongings unattended at computer stations.

Mandatory Orientation and Training

NIH Orientation

All new staff, including summer students, are required to complete the on-line NIH Orientation Program at: <http://orientation.nih.gov/>. Note: **Returning** students are exempt from this training.

NIA IRP IT Policy and Procedures

All summer students with a computer or email account must read the NIA IRP Information Technology Policy and Procedures booklet and sign the acknowledgement form. The booklet and form are on-line (<http://ncts.grc.nia.nih.gov/itpandp.html>). Send the original signed form to Ms. Arlene Jackson, BRC Room 04C409B.1

NIH Computer Security Awareness Training

All individuals who use NIH computer resources must complete: (1) Computer Awareness Training and (2) Privacy Awareness Training. Summer students can access the training at: <http://irtsectraining.nih.gov>.

NIH Office of Equity, Diversity

1) Prevention of Sexual Harassment and 2) Disability Awareness – On-Line Training

All summer students are required to take these on-line training modules (<http://eeo-employeetraining.od.nih.gov/>). Please send the Certificates of Completion to Ms. Arlene Jackson, BRC Room 04C409B.1.

Guidelines for Animal Users – On-Line Training

This training is computer-based and required for all summer students who will work with animals under the direction of a senior scientist at: <http://oacu.od.nih.gov/training/users.htm>.

The course describes the proper care and use of animals in a research laboratory. Additional discussion of animal handling and restraint techniques is presented to assure humane management of the animals. Please direct questions to the NIA Animal Care and Use Coordinator, Ms. Heather Breighner, at 410-558-8570.

Mandatory Orientation and Training (continued)

NIH Safety and Radiation Safety Training

An individual Safety Profile has been developed by the NIA IRP Safety Office, Ms. Sarah Ball, Safety Technician for each student based on the research requirements provided by their research mentor. The Safety and Radiation Safety Training schedule will be posted on the summer program web site.

Questions about safety training can be directed to the NIA IRP Safety Office, Ms. Sarah Ball, NIA Safety Technician at 410-558-8311.

NIH Human Subjects Research Training

Human Subjects Research – On-Line Training

All summer students are required to take the training courses listed below if their work involves:

- Human/patient derived data
- Human/patient samples
- Contact with study participants

The required training courses can be taken online at the links listed below:

For student working in the labs/offices with participant data:

Introduction to the Responsible Conduct of Research aka “NIH Research Ethics” Course:
<http://researchethics.od.nih.gov/>

Student working on the clinical unit:

Clinical Research Training Course: <http://crt.nihtraining.com/login.php>

Upon completion of the training, please send a copy of your certificate to:

NIA Protocol Office: protocol@grc.nia.nih.gov

Administrative Procedures

Work Schedule and Taking Time Off: Your supervisor will advise you when you are expected to report for duty and when the work day ends, and who will be your point of contact if you are taking a sick or personal day.

Pay Issues: Contact your Laboratory Coordinator regarding pay issues or concerns. The Laboratory Coordinator will then contact the appropriate person/office to resolve the situation.

Proper Use of Government Telephones and Computers: Government telephones and computers are the property of the U.S. Federal Government and are to be used only for research related business. Personal telephone calls should be limited in both time and number and long distance telephone calls only in the case of an emergency.

Email: Email accounts will be available for all students. Accounts will be terminated on September 1, 2016.

Parking:

Baltimore: Parking is provided through the NIA IRP Security Office on the Johns Hopkins Bayview Medical Center campus for those students who choose to bring their vehicle.

Bethesda: Parking for vehicles on the NIH main campus in Bethesda is not available to summer students. Consequently, participants in the NIH summer programs are required to park their vehicles at satellite parking facilities located in Rockville and downtown Bethesda. Shuttle bus service is available from these facilities to buildings on the main NIH campus.

Leaving NIA – Clearance Procedure: It is your responsibility to inform your supervisor and summer program coordinator of the effective date of your separation. Before you leave, you are responsible for obtaining the appropriate clearances and returning your ID badge, parking permit, keys, etc. NIH 2737-2 form (Clearance of Personnel for Separation or Transfer) must be hand carried to those NIA IRP officials from whom clearance is necessary. To make this task easier to complete, the applicable clearances are marked with an X on the form. Please see your laboratory summer coordinator to obtain the correct clearance form for summer students. After all of the clearances are completed and the form is signed by you and your supervisor, give the form to the Administrative Office, BRC Room 04C018.

Summer Program Evaluation: You are required to complete an on-line evaluation of your experience in the program before leaving NIA. The evaluation is on-line under the – Before You Leave-section (<http://www.grc.nia.nih.gov/students/students2016.htm>).

Miscellaneous Information

Operating Status Procedures

Baltimore Metropolitan Area: The following procedures apply to NIA IRP employees and staff who work in Baltimore.

The NIA IRP will follow the Baltimore Federal Executive Board operating status. Recorded messages on operating status (closings, delays, early dismissals, etc.) will be provided by the Administrative Office on 410-558-8100. Information can also be obtained from the FEB website at <http://www.baltimorefeb.us/>.

Announcements are also made on WBAL AM radio and WBAL and WJZ television stations beginning at 5:00 a.m.

NIA IRP employees and staff who work in Bethesda and Poolesville shall follow the NIH emergency closure or early dismissal procedures.

Washington, D.C. Area (Bethesda): Employees located in the Washington, D.C. area (Bethesda and Poolesville) are advised to follow the Office of Personnel Management (OPM) guidelines for reporting to work on time. If a weather related emergency arises before the workday begins, OPM will provide an announcement regarding the operating status of the Federal Government to the media by 6:00 a.m., whenever possible. As soon as the status is determined, it will also be posted on OPM's web site at <http://www.opm.gov/status/index.aspx> and a recorded message provided by OPM's Office of Communications at 202-606-1900.

Dining/Food Services

The Biomedical Research Center, Harvest Café, is located on the 3rd floor of the BRC.

Open 7:00 a.m. – 3:30 p.m.

Vending machines are located on the 3rd floor, behind the main elevators.

Johns Hopkins Bayview Campus:

Bayview Café

Located in the AA-Building, Pavilion, main level

Open 6:30 a.m. to 7:00 p.m.

E.C. Café

Asthma and Allergy Center, lower level atrium

Open 7:00 a.m. to 2:00 p.m.

Java City

Alpha Commons, lobby

Open 7:00 a.m. to 4:00 p.m.

The MedStar Harbor Hospital cafeteria serves breakfast, lunch, and dinner. A vending canteen is located near the cafeteria.

Breakfast: 6:30 a.m. - 9:30 a.m.

Lunch: 11:00 a.m. - 2:00 p.m.

Dinner: 3:30 p.m. - 6:30 p.m.

Bldg. 10, ACRF Dining Center

Monday through Friday, 6:30 a.m. - 8:00 p.m.

Bldg. 10, CRC Cafe

Monday through Friday, 6:30 a.m. - 2:30 p.m.

Bldg. 10, B1-Level Dining Center

Monday through Friday, 6:30 a.m. - 2:30 p.m.

Bldg. 31, Dining Center

Monday through Friday, 6:30 a.m. to 2:30 p.m.

Bldg. 35, Dining Center

Monday through Friday, 6:30 a.m. to 2:30 p.m.

Procedures for Work-Related Injuries and Illnesses

Baltimore Area Students: Occupational Medical Services (OMS) are provided by NIH OMS Baltimore Satellite facility located in BRC 01B210.

For a Work Related Injury or Illness:

Notify your supervisor as soon as possible following an injury, no matter how minor.

- Injuries that involve an exposure to human or nonhuman primate body fluids should be treated as medical emergencies.
- First aid should be initiated immediately on-site.

Contaminated skin should be scrubbed with soap and water for 15 minutes.

Contaminated eyes or mucous membranes should be irrigated with water or normal saline for 15 minutes.

- The injury should be reported to OMS immediately in BRC Room 01B210 at 443-740-2308.

If an injury or illness is life threatening requiring immediate medical attention:

- Dial 911. Give the location and nature of the emergency to the operator.
- If possible, contact BRC Security at Ext. 3000 and inform them of the situation.
- Notify the NIA IRP Safety Office as soon as possible at 410-558-8311.
- If possible, also notify the NIA IRP Administration Office at 410-558-8100.

If an injury or illness is **not** immediately life threatening, but requires medical attention:

- Go to OMS Baltimore office to obtain medical treatment.
- Contact the NIA IRP Safety Office at 410-558-8311. If the accident involved a chemical or biological material, try to note the exact name of the material. You will be given instruction as to how complete online incident report and worker's compensation forms (<https://www.ecomp.dol.gov/#>).
- If you need treatment beyond what can be provided by OMS, you must file a worker's compensation claim. This must be done to ensure you will not be billed.

If injury or illness does not necessitate medical treatment beyond normal first aid preformed in work area:

- Contact the NIA IRP Safety Office at 410-558-8311. If the accident involved a chemical or biological material, try to note the exact name of the material. You will be given instruction as to how complete online incident report.

After Hours Treatment:

- For injuries occurring after the normal medical clinic hours of 8:00 a.m. – 4:30 p.m., employees may go to the Johns Hopkins Bayview Emergency Room for treatment.
- Tell emergency room staff that you are an NIA IRP employee working late hours.
- Obtain a copy of the paperwork related to your injury.

After hours, NIH/OMS clinicians provide on-call work-related medical emergency support for incidents such as exposure to human or nonhuman primate body fluids. For any after hour emergencies, NIA/IRP staff in Baltimore area to call the NIH Operator at (301) 496-1211 and ask to have the OMS on-call physician paged.

- See the NIA IRP Safety Officer as soon as possible for completion of all applicable paperwork.

Sharps Injuries:

- Contaminated skin or wounds should be washed for 15 minutes using soap copious amounts of water. Eyes and mucous membranes should be irrigated for 15 minutes using normal saline or water.
- Notify supervisor and report to the NIA IRP Safety Office, BRC, room 4C216 or call 410-558-8311.
- If there is a potential for exposure to a bloodborne pathogen during normal working hours (8:00 a.m. – 4:30 p.m.), report immediately to OMS Baltimore. If they are closed and the exposure is believed to involve human blood or other potentially infectious material including HIV-1, HIV-2 or SIV, promptly call the NIH Clinical Center Operator at 301-496-1211. Ask the operator to page the Occupational Medical Services physician immediately. Be certain to tell the OMS physician that you are an NIA IRP employee working in Baltimore.

Filing a Worker's Compensation Claim:

- Only Federal Employees are covered under NIH Worker's Compensation. All Contract Employees must contact their employer to obtain worker's compensation.
- Obtain worker's compensation instructions from the NIA IRP Safety Office or NIA IRP Administration. The CA-1 Form is for an occupational injury. The CA-2 Form is for an occupational illness.
- Complete online forms according to the directions provided (<https://www.ecomp.dol.gov/#>).
- Once online forms are submitted the employee will receive a confirmation message notifying them that their claim has been forwarded to their supervisor for review. The ECOMP Control Number (ECN) which has been assigned to their claim is also displayed. You may use this number to track status of your claim on the ECOMP home page. Once the claim has been filed you will receive another email from ECOMP with a claim number. This claim number is to be used to reference all future inquiries of the compensation case.
- NOTE: Receipt of a claim number does not automatically indicate approval of your case. The Department of Labor must make the determination based upon medical documentation it receives.

Occupational Medical Services provided by:

NIH OMS Baltimore

Procedures for Work-Related Injuries and Illnesses (continued)

Bethesda Area Students:

NIH Occupational Medical Services (OMS), Building 10, Room 6C306, 301-496-4411.

On-Call Emergency Care: NIH Page Operator, 301-496-1211.

Work Related Injury or Illness:

All work-related injuries at the NIH must be reported to OMS. Injuries involving possible exposure to human and nonhuman primate body fluids are treated as medical emergencies.

OMS clinicians obtain the worker's account of the circumstances of the incident, perform a targeted physical exam and offer necessary medical care. Medical care may include surgical closure of minor wounds, providing prescription medications, immunizations, splints, physical therapy, and follow-up medical care. OMS Workers' Compensation Specialists provide federal employees with expert assistance in their filing of claims for compensation to the Department of Labor.

Work-related Medical Emergencies

- Injuries that involve an exposure to human or nonhuman primate body fluids should be treated as medical emergencies.
- First aid should be initiated immediately on-site.

Contaminated skin should be scrubbed with soap and water for 15 minutes.

Contaminated eyes or mucous membranes should be irrigated with water or normal saline for 15 minutes.

- The injury should be reported to OMS immediately in Bldg. 10, Room 6C306 at 301-496-4411.

On-Call Emergency Care

An OMS clinician is on-call to respond to occupational exposures to HIV, monkey B virus, and other potentially life-threatening biohazards that occur during hours that the clinic is closed. The on-call OMS healthcare provider can be contacted by calling the NIH Page Operator on 301-496-1211.

Personal Medical Emergencies

OMS provides limited medical care for medical emergencies that occur on the NIH campus. For emergency medical care call:

- 111 in the Clinical Center
- 911 elsewhere on the NIH campus
- 9-911 in NIH offices not on the NIH campus

Emergency Procedures

Biomedical Research Center

1. If you are in imminent danger, dial 9-911.
2. For all other emergencies, dial BRC Security 443-740-2758 (inside the BRC, ext. 6119 or 3000).
3. BRC Security will notify the proper staff members to respond to the emergency.

MedStar Harbor Hospital

1. Fire and other emergencies, dial 911.
2. Dial 410-350-2000 to notify the MedStar Harbor Hospital telephone operator.
3. Dial 410-350-3333 to notify the MedStar Harbor Hospital Security

Bethesda

Emergency response for fire, ambulance, chemical, biological, radiological and environmental emergencies on the Bethesda campus contact the NIH Fire Department at 911. All off campus facilities contact the local fire department at 9-911. For non-emergencies, contact the NIH Fire Department at 301-496- 2372.

<u>Emergencies</u>	<u>On-Campus</u>	<u>Off-Campus</u>
Fire/Ambulance	911	9-911
Chemical/Biological/Radiological	911	9-911
Police	911	9-911
Maintenance	108	6-1966
TTY/TDD	911	9-911
Bldg. 10/Critical Medical Situations	111	-----

Frequently Called Telephone Numbers

Biological/Chemical Safety	410-558-8636	BRC, Room 02B117
Radiation Safety	301-496-5774 240-383-9551	BRC, Room 02B117
BRC Security	443-740-2758 (ext. 6119)	BRC Lobby, 3 rd floor
Administrative Office	410-558-8100	BRC, Room 04C018
Procurement Office	410-558-8105	BRC, Room 04C009
BRC Receiving Office	410-558-8109	BRC, Room 02B116
Office of the Scientific Director	410-558-8110	BRC, Room 04C221
Networking, Computing, and Telephone Services (NCTS)		
NCTS	410-558-8003	BRC, Room 04B125
NCTS-Training	410-558-8004	BRC, Room 04B121
VMS (Visual Media Section)	410-558-8127	BRC, Room 03A117
CMS (Animal Research)	410-558-8260	BRC, Room 02B210
IDFS (Shop)	410-558-8005	BRC, Room 02B208A

Computer, Email and Telephone Support:

The NIH Help Desk will log in all requests for IT support (computer, email and telephone). Your requests will be routed to the appropriate NIA IRP Help Desk location.

NIH Help Desk: 301-496-4357 (6-HELP-local)

Toll Free: 1-866-319-4357

Email: ithelpdesk@nih.gov

URL: <http://support.nih.gov>

NIA IRP IT Support: 410-558-8003

MedStar Harbor Hospital IT Support: 410-350-3937

Commonly Used Acronyms in the NIA Intramural Research Program

BRC	Biomedical Research Center
IRP	Intramural Research Program
LBN	Laboratory of Behavioral Neuroscience
LCI	Laboratory of Clinical Investigation
LCS	Laboratory of Cardiovascular Science
LEPS	Laboratory of Epidemiology and Population Sciences
LG	Laboratory of Genetics
LMBI	Laboratory of Molecular Biology and Immunology
LMG	Laboratory of Molecular Gerontology
LNG	Laboratory of Neurogenetics
LNS	Laboratory of Neurosciences
NIA	National Institute on Aging
NCTS	Networks, Computing and Telephony Section
OSD	Office of the Scientific Director
TGB	Translational Gerontology Branch

Recreation – Baltimore Metropolitan Area

On-line Guides:

Baltimore Collegetown Network

<http://baltimorecollegetown.org/>

Baltimore Area Convention and Visitors Association

<http://www.baltimore.org/>

Baltimore Office of Promotion and Arts

<http://www.bop.org/>

Area Attractions:

Artscape – July 15-17, 2016

<http://www.artscape.org/>

Mt. Royal Cultural Area

1-877-BALTIMORE

Artscape is an annual, city-sponsored outdoor celebration of the arts. Artscape brings a variety of musical events outdoors to the public. Artscape is free and open to the public.

Babe Ruth Museum

216 Emory Street

Baltimore, MD 21230

410-727-1539

Daily: 10:00 a.m. to 6:00 p.m. Admission is charged. A national historic site; features Babe Ruth, the Baltimore Orioles, and regional baseball.

Baltimore Museum of Art

10 Art Museum Drive

North Charles and 31st Streets

Baltimore, MD 21218-3989

443-573-1700

Hours: Wednesday, Thursday, Friday, 11:00 a.m. to 5:00 p.m. Saturday and Sunday, 11:00 a.m. to 6:00 p.m. Admission is charged.

Baltimore Orioles Baseball

Oriole Park at Camden Yards

333 West Camden Street

Baltimore, MD 21201

888-848-BIRD

B&O Railroad Museum

901 West Pratt Street
Baltimore, MD 21223
410-752-2490 or 410-752-2499

The 1829 site of the first American railroad terminal and one of the world's finest collections of railroading artifacts and memorabilia. Admission is charged.

Baltimore Zoo

Druid Hill Park
Baltimore, MD 21217
410-366-LION (5466)

The Baltimore Zoo has more than 2,200 animals – including chimpanzees, warhogs, elephants, leopards, and more. Take a safari through Africa. Explore the winding path through the Lyn P. Meyerhoff Maryland Wilderness. Open daily year round, 10:00 a.m. to 4:00 p.m. Extended summer hours begin in May. Admission is charged. Parking is free.

Clipper City – Tall Ship

803 Light Street
Baltimore, MD 21230

Tickets/Information/Reservations: 410-539-6277. Baltimore's tall ship, a topsail schooner, sails from the Inner Harbor daily for the general public.

Fort McHenry

2400 East Fort Avenue
Baltimore, MD 21230
410-962-4290

Hours (May 31 - September 1, 2009): Park – Daily, 8:00 a.m. to 8:00 p.m. Fort and Visitor Center – Daily: 8:00 a.m. to 4:45 p.m. Admission is charged. National Monument and Historic Shrine. This late 18th century star-shaped fort is world famous as the birthplace of the United States' national anthem. The valiant defense of Fort McHenry by American forces during a British attack in 1814 inspired Francis Scott Key to write "The Star-Spangled Banner."

Maryland Science Center

601 Light Street
Baltimore, MD 21230
410-685-5225, 410-685-2370

Admission is charged. Located at the Inner Harbor, the center includes three floors of hands-on exhibits featuring the Chesapeake Bay, Hubble Space Telescope, IMAX five-story theatre, planetarium shows, an observatory, a science store, and a cafe.

Maryland Park Service

<http://www.dnr.state.md.us/publiclands/>

1-800-830-3974

National Aquarium

501 East Pratt Street, Pier 3

Baltimore, MD 21202

410-576-3800

World-famous attraction features sharks, dolphins, rays, tropical fish, and 10,000 other creatures in naturalistic exhibits including a walk-through rain forest. Admission is charged.

Pier Six Concert Pavilion

731 Eastern Avenue

Baltimore, MD 21202

<http://www.piersixpavilion.com>

The Pavilion is located on Pier Six, providing panoramic views of Baltimore's world famous Inner Harbor and within walking distance to dozens of museums and attractions, such as, Harbor Place, the National Aquarium, Maryland Science Center, Power Plant and Power Plant Live, and Harbor East. The Pavilion has played host to some of the biggest names in the entertainment business, from rock to jazz and from R & B to classical.

U.S.S. Constellation

301 East Pratt Street, Pier 1

Baltimore, MD 21202

410-539-1797

The only surviving Civil War era vessel and last all-sail warship built by the U.S. Navy.
Open: April – October: 10:00 a.m. to 5:30 p.m. Admission is charged.

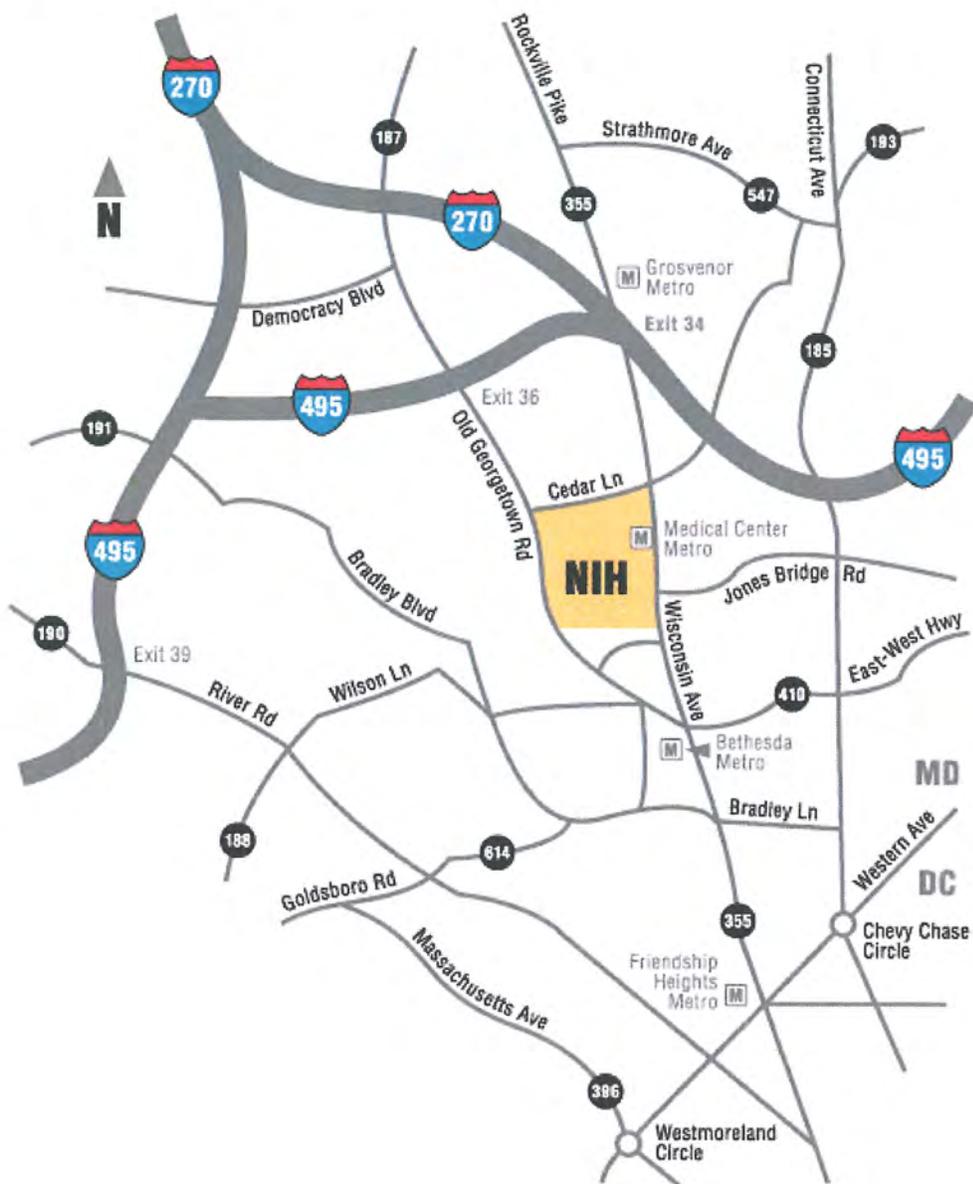
Baltimore Area Locations



Biomedical Research Center
 251 Bayview Boulevard, Suite 100
 Baltimore, MD 21224-6825

MedStar Harbor Hospital
 3001 S. Hanover Street
 Baltimore, MD 21225-1290

Bethesda Area Locations



Gateway Building
7201 Wisconsin Avenue
Bethesda, MD 20892

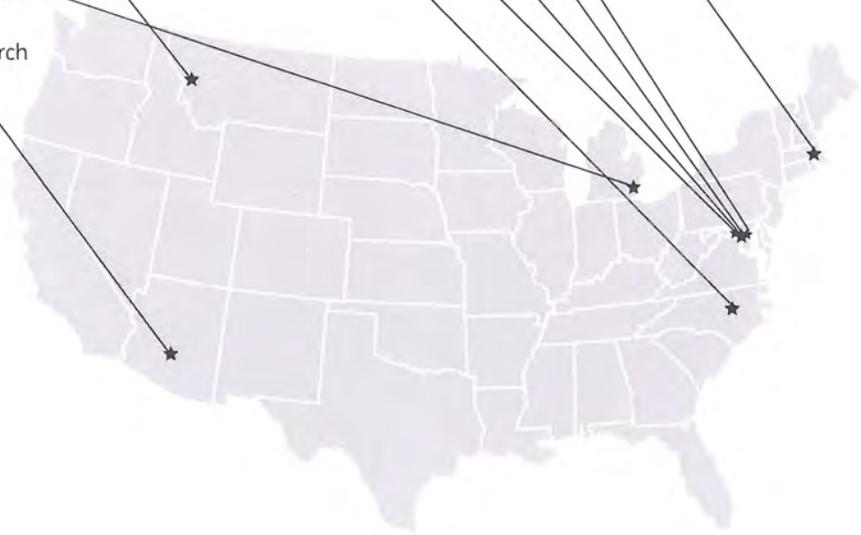
Porter Neuroscience Research Center
35 Convent Drive
Bethesda, MD 20892

NIH CAMPUSES

The main NIH campus is located in Bethesda, Maryland, just 10 miles from the center of Washington, DC. Important offices located on the Bethesda campus include the Office of the Director, the Office of Intramural Research, and the Office of Intramural Training & Education, which oversees NIH-wide training. A large number of research facilities, offices, and institutional resources are spread across more than 300 acres, in over 75 buildings, on the Bethesda campus.

Many NIH scientists conduct their research in laboratories located on the main campus in Bethesda, but others work on NIH campuses across the country. Other NIH facilities where students may train include

- the Framingham Heart Study of the NHLBI in Framingham, MA;
- the NIA and NIDA in the Biomedical Research Center, in Baltimore, MD;
- the Twinbrook Cluster, Executive Plaza, and Shady Grove in Rockville, MD, less than 8 miles from the NIH Bethesda campus;
- NCI Frederick Cancer Research and Development Center (FCRDC) at Fort Detrick in Frederick, MD;
- the NIH Animal Center in Poolesville, MD;
- the NIEHS facility in Research Triangle Park (RTP), NC;
- the Rocky Mountain Laboratories of the NIAID in Hamilton, MT;
- the Perinatology Research Branch of the Eunice Kennedy Shriver NICHD in Detroit, MI; and
- the Phoenix Epidemiology and Clinical Research Branch (PECRB) of NIDDK in Phoenix, AZ.



Appendix

- Summer Student Program Calendar
- NIA Summer Student Seminar Series
- NIA Summer Student Journal Club Series
- 2016 NIH Graduate & Professional School Fair Announcement
- NIA Poster Day Scoring Criteria
- Scoring Rubric for NIA Poster Day Competition

Notes:

NIA IRP SUMMER STUDENT PROGRAM CALENDAR

Important Dates

2016

June 6	Summer Student Orientation and Safety Training BRC Room 3A519
June 6	Summer Student Safety Training BRC Room 3C227 1 p.m. - 2 p.m.
June 13, 20, 27	Summer Student Seminar Series
June 23 and 30	Summer Student Journal Club
June 6	Sign up to present at the NIH Poster (July 29) Transportation will be provided
June 14	Transhare Representative 10:30 a.m. - 1:30 p.m.
June 24	Summer Science Skills Bootcamp BRC Room 3C227 9 a.m. - 4 p.m.
June 28	OITE Workshop Preparing for Graduate School
June 30	OITE Interviewing for Professional Schools
July 11, 18, 25	Summer Student Seminar Series
July 7 and 14	Summer Student Journal Club
July 6	NIH Poster Registration Deadline
July 11	Sign up to present at the NIA Poster (August 4)
July 15	NIH Poster Participation Confirmation
July 14	NIH Graduate and Professional School Fair NIH Main Campus Transportation will be provided
July 13	Annual JHBayview Scholars Celebration (Bayview Campus/Asthma and Allergy Auditorium 4 p.m.)
July 18	Registration Deadline for NIA and NIDA Poster Day
July 20	Deadline for NIA /NIDA Poster Session Withdrawal
July 23	Summer Student Barbeque at Dr. Ferrucci's House at 1 p.m.
July 25	Visual Media Staff (VMS) Design
July 27	Self Design for One Page Poster Submission
July 29	NIH Poster Day Nathcher Conference Center, Building 45 (NIH Main Campus)
August 4	NIA and NIDA Poster Day BRC Atrium

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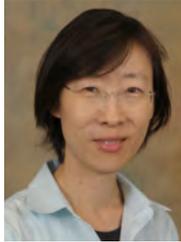
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“Why We Need Mathematics and Computers to Understand Genome Regulation in Immunity and Aging”

June 13

Myong-Hee Sung, Ph.D., Investigator
Laboratory of Molecular Biology and Immunology



“Roles of Extracellular Vesicles in Cellular Garbage Disposal: Applications in Biomarker Development and Targeted Drug Delivery”

June 20

Erez Eitan, Ph.D., Postdoctoral Fellow
Laboratory of Neurosciences



“Noncholinergic Neurons in the Basal Forebrain”

June 27

Shih-Chieh Lin, Ph.D., Investigator
Laboratory of Behavioral Neuroscience



“How to Create and Present a Dynamic Poster”

July 11

Nancy Chiles, Ph.D. and Michael Rouse, Ph.D.
Postdoctoral Fellows



“Women Who Chose Science”

July 18

A panel discussion of women in science



“Interventions for Healthy Aging in Mice”

July 25

Sarah Mitchell, Ph.D., Research Fellow
Translational Gerontology Branch



Cristina Bañuelos, Ph.D.
Postdoc Fellow
Laboratory of Behavioral
Neuroscience



Nancy Chiles, Ph.D.
Postdoc Fellow
Translational Gerontology Branch

As life expectancy continues to rise worldwide, it is increasingly important to understand aging trends and processes in order to maintain and improve quality of life at advanced age. The Special Topics in Aging Journal Club will read and discuss journal articles focused on topics such as age-related cognitive decline, age-related neurodegenerative disease, epidemiology of aging and longevity. Through the journal articles, participants will be introduced to techniques, approaches and models used in aging research. Discussions will focus on identifying key findings in the literature as well as understanding the implications of these findings on the broader field of aging research. Emphasis will be placed on learning how to navigate scientific papers so that participants are able to understand methodology and interpret results reported in peer reviewed journal articles. Assigned journal articles should be read in advance of each journal club and participants should be prepared to participate in a group discussion.

Date

Article

June 23	“Neuronal basis of age-related working memory decline”
June 30	“Gait Speed and Survival in Older Adults”
July 7	“Scanning ultrasound removed amyloid- β and restores memory in an Alzheimer’s disease mouse model”
July 14	“Nonagenarian Siblings and Their Offspring Display Lower Risk of Mortality and Morbidity than Sporadic Nonagenarians: The Leiden Longevity Study”

2016 GRADUATE & PROFESSIONAL SCHOOL FAIR OVERVIEW

The NIH Graduate and Professional School Fair, to be held on Thursday, July 14, 2016 from 8:45 am to 3:30 pm on the Bethesda campus of the NIH, will provide an opportunity for NIH summer interns (especially those in college) and NIH postbacs, as well as other college students in the DC area, to prepare for the next step in their careers by exploring educational programs leading to the PhD, MD, DDS, MD/PhD, and other graduate and professional degrees. More than 150 outstanding colleges and universities from across the U.S. will be sending representatives of their graduate schools, medical and dental schools, schools of public health, and other biomedically relevant programs to the Fair in the hopes of recruiting NIH trainees.

The day will also include workshops on getting to graduate and professional school, MD/PhD programs, interviewing, and careers in public health, psychology, and dentistry.

[Download the complete 2015 Fair Program](#)

[Register for the 2016 Graduate & Professional School Fair](#)

ACCOMMODATIONS

To request sign language interpreters and/or other accommodation, please contact NIH Interpreting Services by phone at 301-402-8180, by [submitting a request online](#), or by using the Federal Relay Service at 1-800-877-8339. Requests should be made at least 5 business days in advance of the event.





OFFICE OF INTRAMURAL TRAINING & EDUCATION • 2 CENTER DRIVE • BUILDING 2, SECOND FLOOR | BETHESDA, MD 20892-0240 • 301 496 8427
OIE@training.nih.gov | @oie_nih | #oie_nih | #oie_nih | #oie_nih

Preparing for the NIH Graduate and Professional School Fair

1) Map out your day. Use the Web to find out what schools are attending. The list of schools is posted at: https://www.training.nih.gov/gp_fair_institutions. Find out a little bit about each school that interests you, what programs the school offers, application deadlines, etc., so that you appear knowledgeable and prepared.

2) Panels: Know what sessions are available and when/where they are being held. Write down the names and institutions for all the panelists so that you can follow up with them later. Take notes on the information that they have transmitted. Listen carefully to the questions and answers as it is likely that others may be asking the same questions you have. If time permits, approach the panelists after the session for follow up questions and to get a business card.

3) Dress appropriately and be neatly groomed: no T-shirts, shorts, or flip-flops. You want the schools' representatives to know that you take this opportunity seriously.

4) Bring copies of a one-page resume that is appropriate for the educational path you plan to pursue. Your resume should include your contact information (e-mail address that you check regularly and that you will continue to use after you leave the NIH and phone numbers), as well as your academic information (college/university, city and state) and highlights of your qualifications. Make certain that the document is grammatically perfect. Some individuals also choose to bring business cards to give out. If you are planning to give out a business card please make sure that it is professional and contains your name, contact information, and current position.

Depending on your proposed educational path, you should make sure you include the following on your resume:

- PhD and master's programs
 - All science research experience, at the NIH or elsewhere
 - Meetings attended
 - Publications
- Medical school
 - Clinically-related experience, volunteer or paid
 - Laboratory research experience, at the NIH or elsewhere
- Public health: public health-related experiences, volunteer or paid (for example, health fairs, food/clothing drives, volunteer work at a homeless shelter)
- Psychology (clinical): clinical experience, volunteer or paid outreach experience
- MD/PhD programs: both clinical and research experience

Please note that some representatives may request this information and others may not. Be prepared for either alternative. If you have already applied to medical school you may want to bring copies of your AMCAS application.

5) Make certain your handshake is firm. Practice with your friends or people in your research group. See <http://www.livescience.com/health/080507-firm-handshake.html> for additional pointers.

6) Turn off your cell phone or blackberry. When you are talking to school representatives you want them to know that you value their time.

7) Speak clearly and concisely; make sure you can be heard over all the noise. Maintain eye contact and focus on what's being said.

8) Prepare questions to ask recruiters. Make sure that the questions are relevant to the program and not ones that you could have answered by researching their Web site in advance.

9) Bring writing materials with you. You may want to take notes on some of the points that you discuss.

10) Follow up later. Take the card of the recruiter or ask for his/her contact information if this is a school that you wish to consider.

11) Respect the fact that many students may want to speak with a recruiter; do not monopolize him/her. Be concise. When you are finished, thank the person for her/his time.

12) Most important, have fun; be open to meeting new people and learning about schools and programs that are not currently on your "apply" list.

2016 GRADUATE & PROFESSIONAL SCHOOL FAIR PARTICIPATING SCHOOLS/INSTITUTIONS

NOTE: many of these institutions have indicated that their representatives will be able to talk about many programs, not just the program they are specifically representing.

AAAS Science Careers
Albany College of Pharmacy and Health Sciences – Graduate Studies
Albert Einstein PhD, MD–PhD, PREP, & Summer Research
American Dental Education Association
American School of Professional Psychology at Argosy University, Washington, DC
Association of American Medical Colleges
Bastyr University
Baylor College of Medicine MD/PhD Program and Graduate School of Biomedical Sciences PhD Programs
Boston University Graduate Program for Neuroscience
Boston University School of Medicine Graduate Programs in Biomedical Sciences
Brown University Graduate Programs in Biology & Medicine
Campbell University Jerry M. Wallace School of Osteopathic Medicine
Case Western Reserve School of Dental Medicine
Case Western Reserve University– Graduate Education Office
Catholic University of America Graduate Programs in Psychology, Biology, and Biotechnology
Colorado School of Public Health
Columbia University Doctoral Program in Biomedical Sciences
Columbia University Graduate Program in Public Health
Cornell University Biomedical & Biological Sciences PhD Program
CUNY School of Public Health and Health Policy
Dartmouth Geisel School of Medicine
Dartmouth Master of Public Health, Master of Science
Drexel University Graduate Programs in Psychology, Public Health, Nursing, Biomedical Sciences, Engineering, Chemistry,
Drexel University Graduate Program in Biology
Drexel University Dornsife School of Public Health
Duke University Master of Science in Global Health
Edward Via College of Osteopathic Medicine (VCOM)
Emory University Rollins School of Public Health
Emory University Graduate Division of Biological and Biomedical Sciences
Emory University School of Medicine MD/PhD Program
George Mason University School of Systems Biology
George Mason University Advanced Biomedical Sciences Program
George Mason University College of Science
George Mason University Bioengineering PhD Program
George Mason University College of Health and Human Services
George Washington University School of Medicine & Health Sciences – MD Program
George Washington University Milken Institute School of Public Health
Georgetown University Special Master's Program (SMP) in Physiology
Georgetown University Biomedical Graduate Education Programs
Georgetown University Master's in Physiology–Complementary and Alternative Medicine

Georgetown University Master of Biochemistry and Molecular Biology
Georgia Tech School of Public Policy
Harvard/MIT MD/PhD Program
Harvard T.H. Chan School of Public Health
Harvard Graduate School of Arts & Sciences
Hofstra Northwell School of Medicine
Hofstra University Graduate Programs
HHMI Medical Research Fellows Program
Icahn School of Medicine at Mount Sinai and Graduate School of Biomedical Sciences
Indiana University School of Medicine Biomedical Science Graduate Programs
Johns Hopkins Bloomberg School of Public Health
Johns Hopkins School of Medicine MSTP
Johns Hopkins University, Program in Cellular, Molecular, Developmental Biology and Biophysics
Johns Hopkins University Cellular and Molecular Medicine Program
Johns Hopkins University School of Medicine Biochemistry, Cellular and Molecular Biology Graduate Program
Kansas City University of Medicine and Biosciences
Keck Graduate Institute School of Applied Life Sciences
King's College London Institute of Psychiatry, Psychology & Neuroscience
Liberty University Residential Graduate Program
Gerstner Sloan Kettering Graduate School of Biomedical Sciences
Marian University College of Osteopathic Medicine
Maryland University of Integrative Health
Mayo Clinic College of Medicine
Medical College of Wisconsin Graduate School
Medical College of Wisconsin Medical School, Medical Scientist Training Program (MSTP)
Medical University of South Carolina College of Graduate Studies
Michigan State University College of Osteopathic Medicine
New York Medical College School of Health Sciences and Practice
New York University College of Global Public Health
New York University School of Medicine, Sackler Institute of Graduate Biomedical Sciences
National Cancer Institute Fellowships in Cancer Epidemiology and Genetics
National Cancer Institute–University of Maryland Partnership for Integrative Cancer Research
NIDCD – University of Maryland Neuroscience and Cognitive Science Program
NIH–Hopkins Graduate Partnership Program
NIH Graduate Partnerships Program
NIH MD/PhD Partnership Training Program
NIH Oxford–Cambridge Scholars Program
NIH–Wellcome Trust PhD Program
NIH–Karolinska Institutet Joint Doctoral Program in Neuroscience
NIMH–University College London Joint Doctoral Program in Neuroscience
Northeastern University MPH in Urban Health
Northwestern University Driskill Graduate Program in Life Sciences
Ohio State University Biomedical Sciences Graduate Program
Ohio State University College of Public Health
Old Dominion University Graduate Programs
Penn State College of Medicine Biomedical Sciences Graduate Program
Philadelphia College of Osteopathic Medicine
Purdue University Interdisciplinary Life Science Program
Quinnipiac University Frank H. Netter MD School of Medicine
Rensselaer Polytechnic Institute
Rockefeller University Graduate Program in the Biomedical Sciences
Ross University School of Medicine
Rowan University Graduate School of Biomedical Sciences

Rowan University – School of Osteopathic Medicine
Rutgers School of Public Health
Rutgers Graduate School of Biomedical Sciences New Brunswick/Piscataway
Rutgers University, Graduate School–Newark
Scripps Research Institute Doctoral Program in Chemical and Biological Sciences
Sherman College of Chiropractic
St George's Hospital Medical School (London) – International Graduate Medicine Program
St. George's University (Grenada), School of Medicine
Stanford University: PhD & Summer Research programs in Genetics & Bioscience
Stanford University School of Medicine
Stony Brook University MSTP, MD, and PhD Programs
SUNY Downstate Medical Center School of Graduate Studies and College of Medicine
Temple University College of Public Health
Texas Tech University Health Sciences Center Graduate School of Biomedical Sciences
Thomas Jefferson University Colleges of Health Professions, Nursing, Pharmacy, Population Health
and Biomedical Sciences
Thomas Jefferson University–College of Biomedical Sciences
Trinity Washington University
Tufts University Graduate Arts, Sciences and Engineering
Tufts University Sackler School of Graduate Biomedical Sciences
Tufts University School of Nutrition
Tulane University School of Public Health and Tropical Medicine
Uniformed Services University of the Health Sciences Graduate Programs
Uniformed Services University of the Health Sciences School of Medicine
University of Alabama at Birmingham, Medical Scientist Training Program (MD/PHD)
University of Arkansas for Medical Sciences Graduate School
University of Baltimore Graduate Programs
University of California, Los Angeles, Fielding School of Public Health
University of California, San Diego Medical Scientist Training Program
University of California, San Diego – Graduate Division
University of Chicago Biological Sciences Division
University of Cincinnati Medical Scientist Training Program
University of Cincinnati College of Medicine Graduate Programs
University of Colorado Denver|Anschutz Graduate School
University of Illinois at Urbana–Champaign Graduate Program in Bioengineering
University of Iowa Carver College of Medicine MSTP (MD/PhD Program)
University of Kentucky College of Medicine Programs
University of Kentucky College of Pharmacy PhD Program in Pharmaceutical Sciences
University of Louisville Integrated Programs in Biomedical Sciences
University of Maryland, Clinical Psychology PhD and Master's Programs
University of Maryland Robert H. Smith School of Business
University of Maryland Medical Scientist Training Program
University of Maryland School of Medicine Graduate Program in Life Sciences
University of Maryland, Baltimore Graduate Program in Pharmaceutical Sciences
University of Maryland School of Pharmacy Pharmaceutical Health Services Research Graduate
Program
University of Maryland School of Pharmacy Doctor of Pharmacy Program
University of Maryland, Baltimore
University of Massachusetts Medical School Graduate School of Biomedical Sciences
University of Miami, Biomedical Sciences
University of Michigan School of Dentistry
University of Michigan, School of Public Health
University of Michigan Program in Biomedical Sciences
University of Michigan Medical School

University of Minnesota Biomedical Sciences Graduate Programs
 University of Minnesota Medical Scientist Training Program (MD/PhD)
 University of Minnesota DDS/PhD Program, Graduate Program in Oral Biology, and MinnCResT Program
 University of Minnesota School of Dentistry
 University of Minnesota Medical School
 University of Missouri Graduate Life Sciences Programs
 University of Nebraska Medical Center MD/PhD Scholars Program
 University of Nebraska Medical Center College of Public Health
 The University of North Carolina at Charlotte Graduate Programs in Bioinformatics and Genomics
 University of Pennsylvania – Perelman School of Medicine Biomedical Graduate Studies
 University of Pittsburgh School of Medicine
 University of Pittsburgh School of Medicine Biomedical Graduate Programs
 University of Pittsburgh & Carnegie Mellon University Medical Scientist Training Program
 University of Pittsburgh School of Nursing
 University of Queensland School of Medicine Ochsner Clinical School
 University of Rhode Island Graduate School
 University of Rochester Medical Scientist Training Program
 University of Tennessee Program for Excellence & Equity in Research
 University of Texas Graduate School of Biomedical Sciences at Houston
 University of Texas Health Science Center San Antonio MD/PhD Program
 University of Texas Health Science Center San Antonio Graduate School of Biomedical Sciences
 University of Texas Southwestern Medical Center, Graduate School of Biomedical Sciences
 University of the District of Columbia
 University of Utah PhD Program in Population Health Sciences
 University of Utah School of Medicine MD–PhD Program
 University of Washington Molecular Medicine and Mechanisms of Disease PhD Program
 University of Washington Genome Sciences PhD Program
 University of Washington Medical Scientist Training Program (MD/PhD)
 University of Wisconsin–Madison Genetics Program
 University of Wisconsin–Madison Bioscience Graduate Programs

Stanford University: PhD & Summer Research programs in Genetics & Bioscience
 Stanford University School of Medicine
 Stony Brook University MSTP, MD, and PhD Programs
 SUNY Downstate Medical Center School of Graduate Studies and College of Medicine
 Temple University College of Public Health
 Texas Tech University Health Sciences Center Graduate School of Biomedical Sciences
 Thomas Jefferson University Colleges of Health Professions, Nursing, Pharmacy, Population Health and Biomedical Sciences
 Thomas Jefferson University–College of Biomedical Sciences
 Trinity Washington University
 Tufts University Graduate Arts, Sciences and Engineering
 Tufts University Sackler School of Graduate Biomedical Sciences
 Tufts University School of Nutrition
 Tulane University School of Public Health and Tropical Medicine
 Uniformed Services University of the Health Sciences Graduate Programs
 Uniformed Services University of the Health Sciences School of Medicine
 University of Alabama at Birmingham, Medical Scientist Training Program (MD/PHD)
 University of Arkansas for Medical Sciences Graduate School
 University of Baltimore Graduate Programs
 University of California, Los Angeles, Fielding School of Public Health
 University of California, San Diego Medical Scientist Training Program
 University of California, San Diego – Graduate Division
 University of Chicago Biological Sciences Division

University of Cincinnati Medical Scientist Training Program
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University of Kentucky College of Medicine Programs
University of Kentucky College of Pharmacy PhD Program in Pharmaceutical Sciences
University of Louisville Integrated Programs in Biomedical Sciences
University of Maryland, Clinical Psychology PhD and Master's Programs
University of Maryland Robert H. Smith School of Business
University of Maryland Medical Scientist Training Program
University of Maryland School of Medicine Graduate Program in Life Sciences
University of Maryland, Baltimore Graduate Program in Pharmaceutical Sciences
University of Maryland School of Pharmacy Pharmaceutical Health Services Research Graduate Program
University of Maryland School of Pharmacy Doctor of Pharmacy Program
University of Maryland, Baltimore
University of Massachusetts Medical School Graduate School of Biomedical Sciences
University of Miami, Biomedical Sciences
University of Michigan School of Dentistry
University of Michigan, School of Public Health
University of Michigan Program in Biomedical Sciences
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University of Pittsburgh School of Medicine Biomedical Graduate Programs
University of Pittsburgh & Carnegie Mellon University Medical Scientist Training Program
University of Pittsburgh School of Nursing
University of Queensland School of Medicine Ochsner Clinical School
University of Rhode Island Graduate School
University of Rochester Medical Scientist Training Program
University of Tennessee Program for Excellence & Equity in Research
University of Texas Graduate School of Biomedical Sciences at Houston
University of Texas Health Science Center San Antonio MD/PhD Program
University of Texas Health Science Center San Antonio Graduate School of Biomedical Sciences
University of Texas Southwestern Medical Center, Graduate School of Biomedical Sciences
University of the District of Columbia
University of Utah PhD Program in Population Health Sciences
University of Utah School of Medicine MD-PhD Program
University of Washington Molecular Medicine and Mechanisms of Disease PhD Program
University of Washington Genome Sciences PhD Program
University of Washington Medical Scientist Training Program (MD/PhD)
University of Wisconsin-Madison Genetics Program
University of Wisconsin-Madison Bioscience Graduate Programs

University of Wisconsin–Madison Neuroscience Training Program
Van Andel Institute Graduate School
Vanderbilt University Biomedical Graduate Programs
Vanderbilt University MSTP
Virginia Commonwealth University PhD in Oral Health Research
Virginia Commonwealth University School of Medicine, Graduate Programs
Virginia Tech Translational Biology, Medicine, and Health Graduate Program
Wake Forest University School of Medicine
Washington University Division of Biology & Biomedical Sciences
Washington University in St. Louis Brown School MPH Program
Washington University School of Medicine MD and MD–PhD Programs
Wayne State University Graduate School
Weill Cornell Graduate School of Medical Sciences
Weill Cornell Medical College
Weill Cornell/Rockefeller/Sloan–Kettering Tri–Institutional PhD Programs – Chemical Biology;
Computational Biology & Medicine
Weill Cornell/Rockefeller/Sloan–Kettering Tri–Institutional MD–PhD Program
West Virginia School of Osteopathic Medicine
Worcester Polytechnic Institute Graduate Programs
Wright State University Biomedical Sciences PhD Program
Yale School of Public Health
Yale Combined Program in the Biological and Biomedical Sciences (BBS)
Yale University School of Medicine MD/PhD Program





National Institute
on Aging

24th Annual

NIA and NIDA Summer Students Poster Day

Date: Thursday, August 4, 2016

Location: BRC Atrium

Time: 1:00 - 3:30 P.M.

**National Institute on Aging (NIA)
 Intramural Research Program
 2016 NIA Summer Student Poster Day – August 4, 2016
 2016 Judging Form – Poster/Oral Presentation**

STUDENT NAME:
 STUDENT SCHOOL:

POSTER BOARD NUMBER:
 NIA LABORATORY:

JUDGING STAFF:

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

Review Criteria	Please circle only one number 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 2016 NIA Summer Student Poster Day.

Modified from ABRCMS and ASM Judging Handbook.
 Permission for use of this rubric was obtained from the ASM/ABRCMS.

2016 NIA Judging Criteria – Poster/Oral Presentation

SCORE	HYPOTHESIS AND/OR STATEMENT OF PROBLEM	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. • 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"> • No discussion of choice of methods. • Controls or comparative groups not adequately described; some appropriate controls or groups were missing. • Methods section missing. • Serious lack of controls or discussion of controls. 	<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"> • 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. 	<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 • Presentation is unclear 	<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. • 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

