20TH ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 13-15, 2012 AT THE SAGAMORE ON LAKE GEORGE

Poster Competition Guidelines

Each institution will be allowed a maximum of six posters for the poster competition.

After the submission deadline, the conference poster committee will assess the level of participation in the competition and determine if additional posters will be accepted based on space available. If your institution has more than 6 students interested in presenting posters, please keep a waiting list and collect abstracts from these additional students. If additional abstracts are accepted, the turnaround for submission will be very short and staff will need to be ready to submit quickly.

All abstracts will be included in the Conference Program Booklet. **Abstractsand Poster Presentation Registration Forms *must* be submitted online by February 08, 2012.** Forms will not be accepted after the deadline. **Abstracts will only be submitted electronically using the submission process.**

The following guidelines have been developed to assist you in the planning and development of your student presentations for both the poster competition and exhibition.Failure to adhere to the guidelines will be reflected in the scoring of the poster in the competition. **PLEASE READ THE GUIDELINES CAREFULLY.**

I. ONLINE REGISTRATION FORM:

- This form will be used to maintain contact with poster presentation participants and CSTEP staff.
- Confirmation emails will be sent to the CSTEP program staff person listed as the contact person on the registration form. It is the responsibility of the CSTEP staff to pass information along to their student presenters.
- Staff should complete one registration form per poster. Forms should be completed electronically and submitted online. Please copy-paste the following link into your browser to complete the registration form:

  bit.ly/CSTEPPosterPresentationRegistration2012

- **For questions, please email Sean Partridge, Poster Competition/Exhibition Committee Chair** (partrisc@potsdam.edu)

II. POSTER REQUIREMENTS:

- Posters must be **no larger than** 36 x 48 inches and are to be displayed on a tri-fold display board.
- Students are allowed to present (or co-present) **one** poster and are responsible for additional equipment (e.g. extension cords, laptops, handouts, props, etc.).

- Each participant must provide their own tri-fold poster backing. **No poster backing will be provided on site!**
- **Posters must be accompanied by a presenter at the conference.** Posters without a presenter in attendance will not be presented or judged and will be disqualified from competition.

III. ABSTRACT GUIDELINES:

- The abstract must be submitted in the appropriate section of the online submission form. A sample abstract is included below. CSTEP staff are expected to assist students to ensure that abstracts are of high quality and meet the requirements listed.
- Copy-paste your abstract from a **Word** document. Font size must be 12-point and font must be Times New Roman. **Abstract may not to exceed 250 words.**
- **Please copy-paste your abstract in the following format:**
  - **Left-margin justified, single spaced, with no indentations at the beginning of each paragraph. Add an extra space between paragraphs, if necessary.**
- Each abstract **must** include the following information (**in this order**)
  1. title of presentation
  2. presenter's name and class year (freshman, sophomore, junior, or senior)
  3. faculty mentor name, department, and institution
  4. student presenter's institution name
  5. poster category (see Section IV below)

IV. CATEGORY OF PRESENTATION/ABSTRACT

Students must choose one of the following categories for presentation.

- **Human Services** (Social Work, Education, Counseling, etc.)
- **Natural Sciences** (Biology, Environmental Science, etc.)
- **Physical Sciences** (Physics, Chemistry, Geology, etc.)
- **Social Sciences** (History, Anthropology, Sociology, Psychology, etc.)
- **Technology** (Computer Science & Engineering, etc.)

*Categories may be combined or sub-divided based on the number of entries received.

V. JUDGING (FOR POSTER COMPETITORS ONLY)

A team of judges will be assigned for each category. Criteria for judging are included below.

- Poster Size (tri-fold display board only). Students may bring supplemental materials (i.e. models, laptops, etc.).
- Visual Appearance (Neatness, Organization, etc.)
- Oral Presentation (5 min. overview of project, 5 min. question & answer session)
- Statement of Purpose or Hypothesis
- Documentation or Methodology (What methods did you use to answer your hypothesis?)
- Findings/Results (Significance or Impact)
- Written Presentation and Clarity of Abstract
- Creativity and/or Initiative

Submission Deadline: February 08, 2012

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Poster Submission Instructions

Once you have selected the students who will represent your program in the poster completion, please follow these steps to ensure that they are successfully entered into the competition and that their information and abstracts are properly presented in the conference booklet.

1. Provide your student(s) with a poster registration form (included in this packet). Have the student(s) complete one form per poster.

2. Give each student presenter a copy of the poster rubric upon which their abstract, poster and presentation are to be judged. Staff are encouraged to review the rubric and guidelines with students.

3. Have the students submit the registration form to a **designated CSTEP staff member** prior to the poster submission deadline **(February 08, 2012).**

4. The designated CSTEP staff member will then log on to the poster competition website (*bit.ly/CSTEPPosterPresentationRegistration2012*) to submit each poster. Submissions must be made prior to 4pm on the deadline date. Students should **NOT** be registering their posters online.

5. Programs may submit up to 6 posters. Do not submit any presenters who will not be attending the conference. Each poster MUST be accompanied by at least one student presenter.

6. Please ensure that the information is entered accurately (spelling, capitalization, punctuation, etc). This is the information that will be used to compile the conference booklet. Errors in submission will likely become errors in the publication.

7. Please make sure that the staff contact information submitted is accurate, especially the email address. This is the means by which the committee will confirm registration and by which all subsequent communication regarding the poster competition will be sent. It is the CSTEP staff person's responsibility to pass information along to students in a timely manner.

8. When submitting the poster abstract, please ensure that the abstract appears in the format provided in the in the registration guidelines. Please note that any typos or other errors in this submission are likely to be printed in the conference booklet.

9. Please contact Sean Partridge (partrisc@potsdam.edu) if you need to make any changes to your registrations after submission.

SAMPLE ABSTRACT

title of presentation
presenter's name and class year (first year, sophomore, junior, or senior)
faculty mentor name and department
institution name
poster category

This study aims to identify beta-lactamases in *Escherichia coli* which are phenotypically resistant to ceftazidime, a third generation cephalosporin**.** Thirty-one randomly selected single patient clinical specimens of *Escherichia coli* isolated from sources that included urine, blood and sputum were obtained from the Infectious Disease Research Laboratory at New York Hospital Queens. Minimal inhibitory concentration (MIC) experiments to determine the efficacy of antibiotics were performed using E-test methodology. For DNA preparation, isolates were grownin trypticase soy broth overnight. DNA was prepared and purified by established protocols that included cell lyses followedbyethanol precipitation. Polymerase chain reactions (PCR) were done using primers specific fortwo classes of beta-lactamases: CTX-M; Forward-(GCTTTATGCGCAGACGAGTG); CTX-M: Reverse**-** (TGATTGGTGGTGCCGTAGTC) and KPC-2;Forward**-**(ATGTCACTGTATCGCCGTCT) Reverse-(TTTTCAGAGCCTTACTGCCC). Amplified products were visualized by agarose gel electrophoresis**.** PCR results of *Escherichia coli* isolates indicated that 16/31 (52%) was positive using KPC-2 primers and 14/31 were (48%) positive using CTX-M primers. Eleven isolates contained both CTX-M and KPC-2 enzymes by PCR. Since CTX-M -lactamases may not be detected in the clinical microbiology laboratory; recognition of these enzymes in *E.coli* and difficulty of their identification in the clinical microbiology laboratory may lead to increased morbidity and mortality in clinical settings.

CSTEP Student Poster Rubric

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
ABSTRACT GUIDELINES				
Format	Abstract follows formatting: Left-margin justified, single spaced, with no indentations at the beginning of each paragraph. Add an extra space between paragraphs, if necessary. Does not exceed 250 words; Includes: Presenters name & class status, project title & institution name	One or two elements of formatting rules (see left) are incorrect	More than one or two elements of formatting rules (see left) are incorrect	The student did not follow several of the formatting rules.
Content				
Introduction (What is the Objective and Scope of the Investigation?)	Describes the problem & why this work was needed; Makes connections between the problem, the context and the purpose of the investigation	Describes problem & why this work was needed. Makes connections between the problem, the context and the purpose of the investigation.	Description the problem but makes only implicit or superficial connections between the problem, the context and the purpose of the investigation.	Does not adequately describe the problem or why the work was needed; Does not make connections between the problem, the context and the purpose of the investigation.
Methods (Summary of what the student did)	Describes the method of research, study or analysis applied to the problem. Specific and concise.	Describes the method of research, study or analysis applied to the problem but lacks one or two relevant specifics or is wordy.	Describes the method of research, study or analysis applied to the problem but lacks more than two relevant details or is overly wordy.	Does not adequately describe the method of research, study or analysis applied to the problem.
Results (What were the principle findings?)	Summarizes the major results of the project. Specific and concise	Summarizes the major results of the project but lacks one or two specifics or is wordy.	Summarizes major results of the project but lacks more than two relevant specifics or is overly wordy.	Does not adequately report the major results of the project.
Discussion (What are the principle conclusions of the study?)	Provides an interpretation and relates results back to the problem; States the relevance, implications, or significance of the results to the broader context of the topic. Makes recommendations or states implications for future work.	Provides an interpretation and relates results back to the problem and to a broader context, but these sections may lack specifics or be overly wordy. Makes recommendations or states implications for future work.	Provides superficial or tangential interpretation of results. Attempts to relate results back to the problem and context but connections are superficial. May not make recommendations for future work.	Does not provide adequate interpretation of results and does not relate results back to the context or original problem Does not make recommendations for future work.

POSTER GUIDELINES				
Content				
Introduction & Hypothesis	Background information was relevant and summarized well. Clear connections to previous literature and broader issues. Had a goal or a logical hypothesis that showed clear relevance. Broad impact beyond project clearly stated.	A logical hypothesis or goal was presented. Background information was relevant, but connections were not clear. Goal of project or a logical hypothesis was stated clearly, showed relevance beyond project.	A questionable hypothesis or project goal was presented. Background information was relevant, but connections were not made.	The hypothesis or goal was inappropriate or not stated. Little or no background information was included or connected.
Methods & Experimental Logic	Excellent choice of experimental methods to address hypothesis or goal of project.	Good choice of experimental methods to address hypothesis or project goal.	Method not appropriate to address hypothesis or goal of project.	Methods section insufficient or missing.
Procedures	Procedures were used correctly; Clear discussion and inclusion of controls or comparative groups	Procedures were used correctly; Adequate discussion of controls or comparative groups; lacks some controls or comparative groups.	Procedures were not followed consistently; Controls or comparative groups not adequately described; some controls or comparative groups missing.	Procedures (if applicable) were not used correctly; Serious lack of controls or discussion of controls.
Results	Substantial amounts of high quality data presented; sufficient to address hypothesis. Presentation of data was clear, thorough and logical. Addresses potential problems and alternative approaches.	Substantial amounts of good data were presented; sufficient to address the hypothesis or goal of project. Presentation of data was clear and logical.	Adequate amounts of reasonably good data were presented to address hypothesis or project goals. Presentation of data was not entirely clear.	Some data were lacking, not fully sufficient to address hypothesis or project goal. Presentation of data was either not included or very unclear & difficult to comprehend.
Discussion & Conclusions	Reasonable conclusions weregiven and strongly supported with evidence. Conclusion was connected to the project hypothesis and relevance in a wider context was discussed.	Reasonable conclusions were given and supported with evidence. Conclusion was connected to hypothesis but relevance was not discussed.	Reasonable conclusions were given. Conclusions were not compared to the hypothesis or project goal and their relevance was not discussed.	Loose or unsupported conclusions were given. Little or no connection to hypothesis or goal was apparent

Visual Presentation				
Organization	All expected components are present, clearly laid out, and easy to follow in the absence of the presenter.	All components are present, but layout is crowded or confusing to follow in absence of presenter.	Most expected components are present, but layout is confusing to follow in the absence of the presenter.	Some of the expected components are present, butpoorly laid out and confusing to follow.
Background and Graphics	Text is clear and readable at a distance of three feet. Background is unobtrusive. Figures and tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding and enhance visual appeal.	Text is relatively clear & most is readable from a distance of three feet. Background is unobtrusive. Most figures and tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding.	Text is relatively clear, but font may be distracting or too small to read at 3 feet. Background may be distracting. Figures and tables not always related to text, are not appropriate, or are poorly labeled. Photos, tables & graphs limited and do not improve understanding.	Text is hard to read due to font size or color. Background may be distracting. Figures and tables poorly done and do not relate to the text, are not appropriate or are poorly labeled. Visual aids are limited or absent &do not improve understanding.
ORAL PRESENTATION GUIDELINES				
Non-Verbal Skills				
Eye Contact	Holds attention of audience with the use of direct eye contact, seldom looks at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
Body Language	Movements seem fluid and help the audience visualize.	Movements or gestures enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Student displays relaxed, self-confident nature, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.
Verbal Skills				
Enthusiasm	Demonstrates a strong, positive feeling about the topic during the entire presentation.	Occasionally shows positive feelings about the topic.	Shows some negativity toward the topic presented.	Shows absolutely no interest in the topic presented.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms; All audience members can hear the presentation.	Student's voice is clear, & pronounces most words correctly. Most of audience can hear the presentation.	Student's voice is low; Incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrect pronunciation, speaks too quietly for most of audience to hear the presentation

Content				
Subject Knowledge	Student demonstrates full knowledge; answers questions with explanations & elaboration.	Student is at ease with expected questions, does not elaborate on answers.	Student is uncomfortable with information; Able to answer only rudimentary questions.	Student does not have grasp of information; Cannot answer questions about subject.
Organization	Student presents information in logical, interesting sequence which follows the abstract. Helps audience understand relationships among ideas by using organization aids (announcing topics, transitions, summarizing).	Student presents information in logical sequence which follows the abstract. Audience has no difficulty understanding relationships among the ideas. The ideas in the message can outlined easily.	Organization is incoherent. Audience has difficulty following; Student jumps around and does not follow the abstract; Audience must make assumptions about relationships among ideas.	Audience cannot understand presentation because there is no clear sequence of information. The message is so disorganized the audience cannot understand most of the message.
Awareness of Audience	Significantly increases audience understanding and knowledge of topic; Effectively convinces an audience to recognize the validity of a point of view.	Raises audience understanding & awareness of most points; Clear point of view, development or support is inconclusive or incomplete.	Raises audience understanding and knowledge of some points. Point of view may be clear, but lacks development or support.	Fails to increase audience understanding of knowledge of topic; Fails to effectively convince the audience.
GENERAL GUIDELINES APPLYING TO ENTIRE SUBMISSION				
Clarity, Spelling and Grammar	All elements of the submission are well organized. Contains no errors in spelling or grammar. Defines all acronyms at their first use.	A few elements of the submission are somewhat disorganized. Contains one or two errors in spelling or grammar. Does not define one or two acronyms at first use.	The submission lacks general organization. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.	The submission is completely unclear: there are missing sections, several points are not clearly described. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.
Content				
Authorship	The student is primarily responsible for the work presented.	Student is mostly responsible for the work but outside assistance is apparent.	Student is only partially responsible for the work presented.	The student is largely not responsible for the work presented.
Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.

Comprehensiveness	Project includes all material needed to give a good understanding of the topic. Presentation corresponds to academic area selected.	Project is lacking one or two key elements. Presentation corresponds to academic area selected.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Coherence	All content is carefully chosen to develop the student's thesis. There is no extraneous information.	Content is carefully chosen to develop the student's thesis. There may be a few extraneous points	Some content is not consistent with the student's thesis. There is a moderate amount of extraneous information.	Most content is inconsistent with the student's thesis and is difficult to follow because there is so much extraneous information.
References & Citations	Information is supported by authentic print resources; All resources are cited correctly, using a consistent format.	One or two references are missing or reference formats are inconsistent.	More than two references are missing or information is cited using the incorrect format.	Very few (or no) references are provided to support the information presented.
Originality and creativity	Excellent original thinking or creative innovation of technique. Very original presentation of material; Captures audience's attention.	Good original thinking and creativity; Good variety and blending of materials & media	Minimal original thinking or creativity. Little or no variation; material presented with little originality or interpretation	No original thinking or creativity. Repetitive with little or no variety; insufficient use of materials or media

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Poster Competition Registration

This information will be used to communicate with poster presentation participants. Confirmation letters will be sent to the **CSTEP program staff person** listed as the primary contact person in the Registration Portfolio. **Please note that a maximum of 6 abstracts will be accepted from each CSTEP Program for the Poster Competition.** For posters with multiple presenters, please submit ONE registration form and indicate additional presenters.

Submission Deadline:February 08, 2012

				Class Year	
Presenter Name					
Co-presenter 1					
Co-presenter 2					
Co-presenter 3					
CSTEP Program Administrator					
Institution					
Program Address 1					
Program Address 2					
City, State, Zip					
Staff Phone					
Staff Email Address					
Poster Title					
Electrical Outlet Needed?	YES		NO		
Category (Choose only ONE)	Human Services	Natural Sciences	Physical Sciences	Social Sciences	Technology

Please copy-paste the link below into your browser to submit your abstract and poster registration information:

bit.ly/CSTEPPosterPresentationRegistration2012

For questions, please email Sean Partridge, Poster Competition/Exhibition Committee Chair
Email: partrisc@potsdam.edu