



XXVI ANNUAL RESEARCH AND EDUCATION FORUM
April 5-7, 2006

NEW GENERAL GUIDELINES

This package contains the following:

Guidelines for Abstract Submission
Instructions for Preparation of the Abstract
Instructions and Information for Presentations
Guidelines for Abstract Evaluation by Peer-reviewers
Guidelines and Criteria for Student Competition
Sample Abstracts

Deadline: December 12, 2005

VISIT THE XXVI FORUM WEB PAGE: FORO2006.RCM.UPR.EDU



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Deadline: December 12, 2005

Introduction: The package of general guidelines has been revised to assure that all faculty members and students have clear and concise information for the submission of abstracts and preparation of oral or poster presentations for the XXVI Annual Research and Education Forum. Please do the following:

- Read all the instructions and Guidelines First!
- Do not assume that instructions, criteria and procedures are the same as for past forums or any other conference, association or convention.
- Provide all the information requested in the “Formulario de Resumen” as part of the abstract submission process at the XXVI Forum Web Page FORO2006.rcm.upr.edu

Authors: Authors may appear in an unlimited number of abstracts but only one abstract from **each first** author will be selected for presentation at the forum. **The first author listed in the abstract must present the work at the forum.**

Eligibility Criteria: Faculty members and students are invited to submit their abstracts. Only complete and properly prepared abstracts will be considered for acceptance. |

Withdrawals: Abstracts submitted before **December 12, 2005** can be withdrawn via an official written request to the Scientific Forum Sub-Committee. This abstract and its related information will be deleted from our data base. In case of a resubmission, **before the deadline**, the abstract and its related information will be considered completely new. After the deadline, **December 12, 2005**, the abstract will be considered final and ready to enter in the evaluation process run by the Scientific Sub-Committee. Abstracts that are selected by the committee for an oral or poster presentation **cannot be withdrawn**. Errors in selected abstracts must be acknowledged and corrected by the presenter during the presentation.

Abstract Selection: Abstracts will be evaluated by at least two or three peer-reviewers selected primarily from the faculty of the Medical Sciences Campus. Each peer-reviewer will send his/her recommendations to the Scientific Sub-Committee using the “Formulario para Evaluar Resumenes de Presentaciones”. The prime criteria of evaluation will be the quality of the research or education project as reflected in the abstract. Evaluations will be made according to the following criteria: general objectives and relevance to the central theme of the forum, congruency of the title with the content, information presented in accordance to the guidelines, relation with the areas of the forum, and inclusion of the elements requested in the general guidelines. The Scientific Subcommittee will submit recommendations to the Organizing Committee for final approval. The cut-off score for approval will be 35/50 (70%) The number of abstracts chosen for presentation, as well as the format of presentation, will depend on time and space availability during the forum. Special attention will be given to the inclusion of statistical analysis when deemed essential in research projects.

Publication of Abstracts: All abstracts accepted will be published without editing in the Abstracts section of the Forum’s Program and in the *Puerto Rico Health Sciences Journal*.

Notification of programming: The **first author will be notified via E-mail the status of acceptance of his/her abstract no later than the first week of February**. Selected abstracts will be assigned as oral or poster presentations.

INSTRUCTIONS FOR PREPARATION OF THE ABSTRACT

**Deadline:
December 12, 2005**

GENERAL

- Read all the Instructions and Guidelines First!
- Submit abstracts **on-line** together with the submission form in **ELECTRONIC FORMAT only**, following the instructions that appear at **XXVI Forum Web Page** FORO2006.rcm.upr.edu. **NO other formats will be accepted.** All abstracts should be received **NO LATER THAN Midnight on December 12, 2005.**
- Begin the Title of the abstract at the left margin of the provided title box.
- List authors, capitalizing initials and last names at the provided authors and addresses box. Each author should be listed by department and institution. The addresses should follow the last author's name. Addresses may be abbreviated. See sample.
- Start the text of the abstract at the left margin of the provided abstract box. The body of the abstract should be no more than **1650 characters**. The abstract box will not allow any character additional to the limit. We recommend that you write the body of the abstract in Word or similar application before entering in the abstract box. This will allow you to count the characters using a word count tool.
- Proofread the abstract carefully before submission.

TITLE

Use a short, specific title in upper and lower case letters that indicates the content of the abstract. Capitalize only the first letter of each major word, except prepositions, articles, and species names. Do not abbreviate compounds in the title of the abstract. *Example:* Analysis of the Modulation of Functional Output in the *Callinectes sapidus* Cardiac System.

CONTENT OF THE ABSTRACT

For the preparation of the abstract please follow these general guidelines:

Capitalize the initial letters of trade names

- Use standard abbreviations for units of measure.
- Other abbreviations should be spelled out in full the first time they are mentioned, followed by the abbreviation in parentheses (except DNA, RNA, etc.).
-

An abstract for a **research project** should be *informative* and contain (see sample below):

- A justification for the project
- A sentence stating the study's specific objectives.
- A brief description of the methods.
- A short summary of the results obtained. It is **NOT** satisfactory to say: "The results will be discussed"
- A statement of the conclusions.
- The source of funding must be acknowledged at the end of the abstract (i.e. NIH, MBRS, RCMI, etc.).
- Approval by IRB or IACUC should be included, if appropriate.

An abstract for an **education project** should be *informative* and contain (see sample below):

- A rationale for the project.
- A sentence stating the main objective and/or specific objectives.
- A brief description of strategies and/or activities.
- A short summary of outcomes obtained.
- A statement of projections.
- The source of funding must be acknowledged at the end of the abstract (i.e. HRSA, DOED, etc.).
- Approval by IRB or IACUC should be included, if appropriate.

INSTRUCTIONS AND INFORMATION FOR PRESENTATIONS

Presentations: Abstracts may be selected for oral or poster presentations.

Oral presentations: Will be limited to 15 minutes, 10 minutes for the presentation and 5 minutes for discussion. The discussion session will be monitored by the moderator of the session. Each of the rooms for oral sessions will be equipped with a video projector and a laptop computer. It is suggested that the presenter be at the room 15 minutes prior to the starting time of the oral session. The presenter will bring the presentation on a Windows readable USB flash drive, a CD-ROM or a 250 MB Zip Disk. If the presentation requires multiple floppy disks, please utilize PowerPoint's Pack and Go feature. When preparing your presentation, make sure to include in the same folder as your presentation any external files utilized, e.g. movie files. Copy the entire folder to the disk. Review these specifications when preparing your presentation. It is recommended to bring a backup presentation format to cover the possibility of any technical problem.

Poster presentation sessions: Poster presentation sessions for research and education projects will be scheduled during the first and second day of the Forum. Each session will have a duration of one hour and a half. The presenter should setup the poster at 8:00 a.m. and leave it until 4:00 p.m. However, it is required that the presenter spend the entire period of the assigned presentation time at the poster. It is suggested that the presenter prepare a short presentation (five minutes) to be periodically given to those assembled around the poster.

Poster preparation: Purpose: A poster is a graphically based approach to presenting research and education projects that should cover the KEY POINTS of the work. It should: attract attention, provide a brief overview of your work, generate active discussion and questioning during a short time frame. **Format:** The standard format for a poster is: **Title:** A banner with the title should appear at the top-center over the complete width of the board. Below the title, put the author(s) name(s) and institution(s). **Summary:** Shortly summarize the justification or rationale for the project, the methods, activities or strategies and the main results or outcomes, and conclusions. **Introduction:** Provide clear statements about the background of the problem and/or hypothesis and its relevance. Also describe the main and specific aims and objectives. **Methods:** Explain the methodologies, strategies or activities that have been used to address the problem. Also state and justify any assumptions, so that your results or outcomes can be viewed in the proper context. **Results:** Show the main results or outcomes. Use graphs, diagrams and/or photos. **Conclusion:** List the main findings. **References:** Cite only a few of the most important references. **Acknowledgements:** Acknowledge collaborators as well as the funding sponsors. **Further Work:** May include recommendations and thoughts about future work. **Design and Layout:** Must be mounted on a 4' X 6' board, but does not necessarily have to fill the entire dimension and must be oriented in the "landscape" position. A banner displaying your poster title, name, and department (or class, if appropriate) should be positioned at top-center of the board. Make obvious to the viewer how to progressively view the poster and read (from left to right, and top to bottom), by numbering the individual panels, or connecting them with arrows, a standard "guidance system" (see *Figure 1 below*). Leave some open space in the design. An open layout is less tiring to the eye and mind.

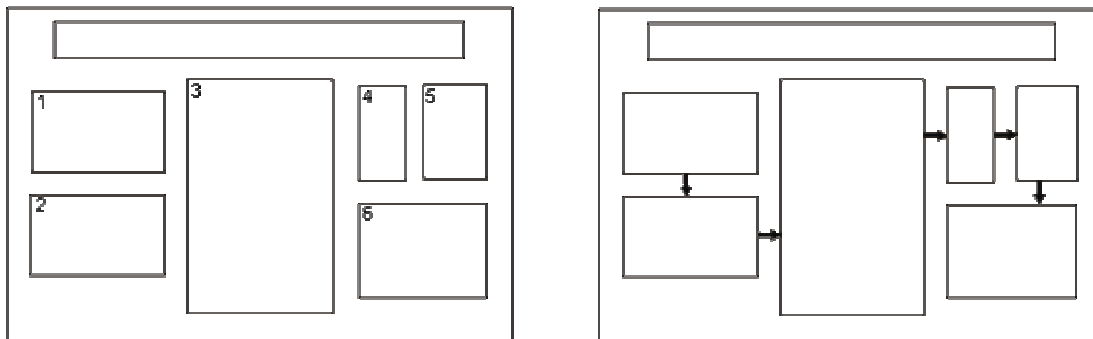


Figure 1: Conventional layouts for a poster. Long panel at top-center is title/author banner. Individual panels can be connected by numbers and arrows. Also, note the use of space between panels to achieve visual appeal.

Graphs and diagrams: A picture can replace lots of words. All visuals should be labeled with a figure

number and title, identifying axes labels, units etc. Choose appropriate graph types (e.g. bar-graphs, line-graphs, pie-charts). Drawings and labels should be large and clear enough to be legible from a distance. Tables can be useful to present information concisely, not only statistical information, but also other categories. Make sure they are simple, and do not contain excessive information. **General Ideas:** The most effective posters provide minimal text and keep the material simple. Make full use of the space, but do not cramp a page full of information. Use headings to indicate each poster section. Use only pertinent information. Be selective when showing results or outcomes. Present only those that illustrate the main findings. However, do keep other results handy so that you may refer to them when asked. Consider using "bullet statements" to make your points short and clear. The rules on text are "less is more" and "bigger is better." Limit the text to about one-fourth of the poster space, and use "visuals" (graphs, photographs, schematics, maps, etc.) to tell the "story." Colors should be used only to emphasize, differentiate and to add interest. Do not use colors just to impress! Equations should be kept to a minimum. **Poster preparation with Power Point:** Create a blank presentation. Go to File – Page Setup- set size to desired stats (examples: 56"x 36", 48"x 36"). Posters can be printed up to 56" long, but they should always be 36" wide. Text font size should be from 16 to 30 and titles usually from 60 to 100. It is preferable to use **ipg format** to incorporate graphics to your slide. If a background is going to be used, it should be a light color or a mix with white.

GUIDELINES AND CRITERIA FOR STUDENT COMPETITION: AWARDS FOR ORAL OR POSTER PRESENTATIONS

The student competition consists in the selection and recognition by the Awards Subcommittee of the oral or poster presentation during the Forum by students in each of the following four categories:

1. Master
2. Certificates and Fellows
3. Philosophy (Ph.D.) and Public Health (Dr. PH) Doctorates
4. Professional Doctorates
5. Undergraduates

And in each of the five content areas:

1. Applied Sciences
2. Basic Sciences
3. Clinical Sciences
4. Education
5. Epidemiology

For the student competition evaluation criteria please refer to the appendix. Oral and Poster Presentations Awards Criteria.

A first, second and third prize may be awarded for those presentations that obtain the highest scores within the established scale (First, 47.5-50; Second, 42.5-47; Third, 37.5-42). However, in the case of more than one competitor with scores in the same scale, they will be awarded by priorities starting with the prize determined by the scale.

A vacancy will be announced in any of the categories or area for the following reasons: No competitors available in the category or area; the competitor(s) did not obtain the minimal of 37.5 points required for the **third** prize.

Medical Sciences Campus students will compete for award certificates plus seed money for expenses related to their research and education project. This money will be administered by the Medical Sciences Campus, Deanship for Academic Affairs. Students from other Universities will compete for award certificates only.

The awards will be announced and the certificates will be handed out at the closing session of the forum scheduled on Friday April 7, 2006; 1:00 to 3:00 p.m., at the Sixth Floor Amphitheater.

SAMPLE ABSTRACT FOR RESEARCH PROJECTS

Expression of EphA4 Receptor After Trauma to the Spinal Cord.

L. Cruz-Orengo¹; I. Velázquez¹; J.M. Torres-Lebrón¹; L.E. Arzola-Figueroa¹; C.A. Willson²; S.R. Whittemore²; J.D. Miranda¹. UPR ¹School of Medicine Department of Physiology; and ²University of Louisville Department of Neurological Surgery, Louisville, KY.

Axonal guidance and synapse formation during early central nervous system development is determined by several molecular cues. One of those signals is mediated by the Eph receptors, the biggest family of receptor tyrosine kinases, and the ephrin ligands. Their activity upon receptor and ligand binding is mostly through inhibitory or repulsive mechanisms towards axonal growth. Interestingly, EphA4 have been shown to be necessary for the corticospinal tract development and the formation of the spinal pacemakers for locomotive rhythm. Models of central nervous system trauma have shown an increase in the repulsive environment for neurite regrowth. However, the expression profile of the Eph RTK's family and their possible role after spinal cord injury has not been determined. To address this possibility we examined the expression profile of EphA4, after contusion trauma at the T10 with the NYU Impactor. Expression studies of EphA4 were performed at different days post-injury (2, 4, 7, 14, and 28) by semiquantitative RT-PCR, Western Blot and immunohistochemistry assays. Bi-phasic pattern of EphA4 gene expression was observed at the mRNA level during the time-points studied. Western Blot analysis showed a similar downregulation during the first four days after injury, followed by an increase in protein levels. Immunoreactivity against EphA4 showed increase protein expression at the ventrolateral white matter associated to reactive gliosis. These results suggest that trauma to the adult spinal cord could trigger the re-expression of EphA4 generating a non-favorable environment for axonal outgrowth. Supported by: NIH (U54NS39405), partial support from RCMI (G12RR03051), MBRS-SCORE (2S066M8224), MBRS-RISE (GM61838), EPS-9474782, KSCHIRT, Norton Health Care and UPR-School of Medicine.

SAMPLE ABSTRACT FOR EDUCATION PROJECTS

Desarrollo, Implantación y Evaluación de un Curso Basado en Competencias del Currículo Doctoral de la Escuela de Farmacia para la Práctica en Farmacia de Comunidad. B. A. Torres; L. González; E. Vega. Práctica en Farmacia, Ciencias Farmacéuticas, Escuela de Farmacia, UPR

Como parte del nuevo programa doctoral se desarrolló, implantó y evaluó un curso que integra competencias que se desarrollan en una farmacia de la comunidad. Cada estudiante fue asignado a una farmacia de comunidad y realizó actividades educativas dirigidas al desarrollo de las distintas competencias considerando las necesidades identificadas en la farmacia. Estas estaban dirigidas a pacientes, personal farmacéutico o a los procesos administrativos. Resultados: Se desarrolló e implantó este curso que integra las competencias profesionales necesarias para ejercer en una farmacia de la comunidad; los estudiantes indicaron haber desarrollado las competencias profesionales en un escenario real: Cuidado Farmacéutico (91.7%), Pensamiento Crítico (91.7%), Solución de Problemas y Toma de Decisiones (100%), Comunicación (100%), Ética (91.7%), Conciencia y Responsabilidad Social (91.6%), Interacción y Relación Social (100%), Administración (93.3%), Autoaprendizaje y Desarrollo Profesional (100%) e Intervención en la Política Pública (50%). Educaron sobre diferentes temas: medicamentos para catarro, diabetes, osteoporosis, menopausia, anticonceptivos y productos herbarios; los preceptores, establecieron una relación nutricia y bi-direccional de aprendizaje con el estudiante. Las experiencias iniciales de desarrollo y de implantación de este curso fueron beneficiosas para estudiantes, preceptores, profesores y pacientes y el currículo de la Escuela de Farmacia. Además contribuyeron al desarrollo humano y al desarrollo de competencias en los estudiantes.

These guidelines were developed by the Organizing Committee for the XXVI Annual Research and Education Forum of the Medical Sciences Campus, University of Puerto Rico and approved by the Dean for Academic Affairs.
Revised Version: September, 2005.