ABRCMS 2018 CALL FOR ABSTRACTS

Full-time community college students who have completed at least 30 credit hours, undergraduate sophomores, juniors, seniors, postbaccalaureates, and master's level students in science, technology, engineering and mathematics (STEM), are invited to submit abstracts for the Annual Biomedical Research Conference for Minority Students (ABRCMS) which will be November 14-17, 2018 at the Indiana Convention Center in Indianapolis, Indiana.

ABRCMS gives students the opportunity to present their research through poster and oral presentations and expand their scientific and professional development through innovative sessions, as well as networking and mentoring opportunities. Students also learn about graduate schools, summer research opportunities, and postdoctoral fellowships by participating in the ABRCMS exhibits program, which includes more than 800 representatives from institutions and organizations throughout the United States. The conference continues its focus on interdisciplinary science, which draws on multiple research disciplines.

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Important Dates & Deadlines

April 10                        Abstract & Travel Award Submission Sites Open
July 20                        ABRCMS Judge Travel Award Deadline
August 22                      ABRCMS Student Travel Award Deadline (11:59 p.m. PDT)
September 7                   Abstract Submission Deadline (11:59 p.m. PDT)
September 24                  Abstract eNotification Distribution
October 8                     Abstract Accept/Withdraw Deadline
October 17                    Discount Conference Registration Deadline
November 14 - 17              ABRCMS 2018, Indianapolis, Indiana
Eligibility: Poster Presentation
1. As of the start of the conference, you must be currently enrolled full-time as one of the following:
   a. Community college student
   i. Must have completed at least 30 credit hours
   b. Undergraduate sophomore, junior, or senior
   c. Postbaccalaureate student
   i. Must be enrolled in a formalized program
   ii. Program Director/Research Advisor must submit confirmation of education level
   d. Master’s level student
   i. Program Director/Research Advisor must submit confirmation of education level
2. Have conducted research, used experimental methods and developed results in one of the 12 ABRCMS scientific disciplines (see pages 7-8)

Your eligibility is based on your enrolled education level as of November 14, 2018 and NOT your education level when you conducted your research. If you are not enrolled as one of these student types during the conference, you are NOT eligible to present your research. Doctoral students are ineligible to present.

Poster Presentation Schedule
Thursday, November 15
Poster Session 1 (A): 2:00 p.m.- 3:15 p.m.
Poster Session 2 (B): 3:30 p.m.- 4:45 p.m.
Poster Session for Master’s Students: 8:00 p.m.- 9:15 p.m.

Friday, November 16
Poster Session 3 (C): 10:30 a.m.- 11:45 a.m.
Poster Session 4 (D): 3:15 p.m.- 4:30 p.m.
Poster Session 5 (E): 4:45 p.m.- 6:00 p.m.

Saturday, November 17
Poster Session 6 (F): 10:00 a.m.- 11:15 a.m.

Eligibility: Oral Presentation
1. As of November 14, 2018, you must be currently enrolled full-time as one of the following:
   • Community college student
   • Undergraduate sophomore, junior, or senior
2. Have conducted research, used experimental methods and developed results in one of the 12 ABRCMS scientific disciplines (see pages 7-8)

Postbaccalaureate students, master’s students, and previous ABRCMS presentation awardees are not eligible to submit an abstract for oral presentation.
Oral Presentation Schedule
Thursday, November 15
5:30 p.m. - 6:45 p.m.
Saturday, November 17
8:00 a.m. - 9:15 a.m.
Requests to present on a specific day or time due to religious, medical, or school obligations must be submitted online through the abstract submission site by September 7, 2018.

Components of a Competitive Abstract
Competitive abstracts will contain the following components:
Background:
• Provide a brief context for the research
• Indicate why it is important
Hypothesis/Objective:
• State the goal(s) of the research and the question(s) you are seeking to address with this research
Study Design and Research Methods:
• Specifically state what study design was used in the research
• If appropriate, state what population or group(s) were studied
• Briefly describe the study procedures used to carry out the research
• Indicate which measurement techniques were used in the research
• Provide information on the data analytic technique(s) that were used
Results:
• Briefly describe the main findings or results of your research
Conclusions:
• Concisely state what the results mean and their impact on the field of research

Abstract Review: Poster Presentation
Three main criteria will be considered by the review committee when reviewing abstracts for acceptance.
• A minimum of two authors in the author block (a submission with one author will result in an automatic rejection)
• Demonstration of a scientific problem (submissions must contain a hypothesis and/or statement of problem, the methods/methodology used, the results, and a conclusion)
• Quality of written content

Abstracts must contain ALL of the required components and abide by the guidelines listed on page 5 to be considered for acceptance.

Abstract Review: Oral Presentation
The top 120 oral abstracts will be selected for oral presentations. If an abstract is accepted into the conference, but not selected for oral presentation, that abstract is automatically assigned to a poster presentation.

All abstracts submitted for oral presentation will be reviewed first for acceptance into the conference under the criteria for poster presentations. If accepted into the conference, the abstract will then be reviewed for oral presentation using the following criteria:
• Validity of scientific project
• Originality and innovation
• Approach to problem solving
• Organization and clarity
• Conciseness

All review decisions are final. There is no appeals process or opportunity to resubmit once an abstract is rejected.

Call for Abstract Reviewers & Judges
ABRCMS invites postdoctoral scientists, research faculty members, and program directors to volunteer as abstract reviewers and on-site judges for ABRCMS 2018. Judges must be active researchers in one of the 12 scientific disciplines represented at the conference. Travel awards are available for eligible volunteers. Visit bit.ly/abrcmsta18 for more information.
Abstract Guidelines

Abstracts must follow these rules and guidelines in order to be considered for acceptance into the conference:

- All submissions must be received through the online abstract submission site by 11:59 p.m. PDT on September 7. Late submissions nor email and paper submissions will be accepted.

- Only ONE abstract submission, poster or oral, is acceptable per student. If a student is listed as the presenting author on more than one abstract, all abstracts associated with the student will be automatically rejected.

- Abstracts must contain (1) at least two authors in the author block, (2) a hypothesis or statement about the problem under investigation, (3) a statement of the experimental methods/methodology used, (4) essential results provided in summary form (even if preliminary), and (5) a conclusion that explains how the work contributes to the hypothesis or statement of problem. Abstracts missing any of the items above will be rejected.

- Students must obtain permission from their research advisors, co-authors, and program directors before submitting an abstract.

- Students working in the same lab must independently submit original abstracts. Identical abstracts submitted by different students will be automatically rejected.

- Only one student, the individual listed first in the author block, can present the abstract.

- Citations, tables, or keywords are not allowed in the abstract text and will be removed.

- Work must be proofread prior to submission. ABRCMS staff will not edit abstracts.

- Abstracts that show a lack of care or quality control, as evidenced by grammatical, punctuation, spelling, and/or typographical errors, are reviewed less favorably.

- Research proposals are not acceptable.

- Postbaccalaureate and master’s students will be required to have their Research Advisor or Program Director submit confirmation of their education level. Additional details can be found on the ABRCMS website.

- Changes can only be made to an abstract by returning to the submission site before the abstract submission deadline of 11:59 p.m. PDT on September 7. After September 7, changes cannot be made to an abstract.

- One hundred and twenty (120) oral presentations slots are available at ABRCMS 2018. If an abstract is accepted into the conference, but not into the top 120 slots, it will be assigned to a poster presentation.

- Previous ABRCMS poster or oral presentation awardees and master’s students are ineligible to receive awards. They can only submit abstracts for poster presentations.

- Community college students who have not completed 30 credit hours, undergraduate freshman, postbaccalaureates who are not in a formalized program, doctoral level graduate students and postdoctoral scientists are ineligible to submit abstracts. However, they are encouraged to attend the conference.

- Master’s students are eligible to submit an abstract. Accepted students will present during a poster session on Thursday evening. Please note this session will not be held in the Exhibit Hall and presentations will not be judged.
Withdrawing an Abstract

Prior to the abstract submission deadline of 11:59 p.m. PDT on September 7, a submitter can withdraw his or her abstract by returning to the submission site. If a situation arises that requires an abstract to be withdrawn after the submission deadline, notification must be emailed to abrcms@asmusa.org immediately. All accepted abstracts not being presented at the conference must be withdrawn by the abstract withdrawal deadline of October 8. Failure to withdraw an abstract will result in not being eligible to participate in next year’s judging program.

eNotifications

eNotifications will be e-mailed by Monday, September 24. Once an abstract has been submitted, the only means of communication will be via email. Therefore, it is very important that a valid and current email address be on record. All authors listed on the abstract and for whom correct email addresses have been provided, including the research advisor and Program Director (if applicable), will be sent an email containing the abstract eNotification. It is the responsibility of the presenting author to inform other individuals of the abstract status.

Poster and Oral Presentation Awards

Presentation awards will be given at the closing banquet to the top community college, undergraduate, and postbaccalaureate presenters in each of the 12 scientific disciplines. Judges will be assigned to each community college, undergraduate, and postbaccalaureate presentation and will evaluate the presentation based on the provided rubric (see pages 13-14).

Presentations given by previous ABRCMS presentation awardees will be judged but are not eligible to receive awards. Master’s level students will not be judged, and are ineligible to receive awards.

Family/Guest Presentation Pass

Accepted student presenters are encouraged to bring guests to attend their assigned presentation session. Guest passes are available at no cost to the guest and give access to the presentation session only. Students must be accepted to present and registered to attend the conference in order for a guest to request a guest pass. Contact abrcms@asmusa.org for more information.

Students with Disabilities

Presenters who have disabilities should contact Leah Gibbons, lgibbons@asmusa.org, immediately upon learning of their abstracts’ acceptance to the conference in order to ensure all their required presentation needs are met.
Although ABRCMS emphasizes interdisciplinary science, to manage the large number of student presentations, all abstracts must align with a single scientific discipline. When submitting an abstract, select the discipline and corresponding sub-discipline that best describes the research. The discipline selected will be used to assign the abstract to appropriate reviewers and on-site judges.

1. **Biochemistry and Molecular Biology**
   a. **Biochemistry** - The study of molecules and the cellular processes in which they participate in living organisms.
   b. **Biomolecules** - The study of any organic molecule that is an essential part of a living organism.
   c. **Chemical Biology** - The study of biological processes using chemical strategies, particularly organic synthesis.
   d. **Genomics** - The study of mapping, sequencing, and analyzing the genetic composition of organisms, directed at an understanding of the complete genome and how it is organized and expressed.
   e. **Proteomics** - The study of the protein composition of cells, including protein content, protein modifications, protein-protein interaction, and protein expression during development or changing environmental conditions, generally using high-throughput approaches.
   f. **Structural Biology** - The study of the three-dimensional architectures of biological macromolecules—particularly proteins and nucleic acid—and how their architectures confer their specialized functions.

2. **Cancer Biology**
   a. **Cancer Biology** - The study of irregularities and uncontrollable growth of individual cells, tissue, or organs in any organisms.

3. **Cell Biology**
   a. **Cell Biology** - The study of cells; their physiological properties; their structure; the organelles they contain; their interactions with their environment; and their life cycles, division, and death.
   b. **Molecular Imaging** - The study that seeks to exploit an increased and enhanced understanding of the molecular basis of disease through the design of novel imaging probes to specific molecular targets.
   c. **Plant Biology** - The study of plant life involving every aspect of the environment and interactions such that plants may exist in their natural or adapted states.

4. **Chemistry**
   a. **Analytical Chemistry** - The study of the chemical composition of natural and artificial materials, and the development of tools to elucidate such compositions.
   b. **Environmental Chemistry** - The study of the chemical and biochemical phenomena that occur in air, soil, and water environments and the effect of human activity on these.
   c. **Inorganic Chemistry** - The study of the properties and behavior of inorganic compounds.
   d. **Organic Chemistry** - The study of the structure, properties, composition, reactions, and preparation (by synthesis or by other means) of chemical compounds consisting primarily of carbon and hydrogen, but which may contain any number of other elements.
   e. **Pharmaceutical Chemistry** - The study of the design, synthesis, and development of pharmaceutical drugs.
   f. **Physical Chemistry** - The study of the application of physics to macroscopic, microscopic, atomic, subatomic, and particulate phenomena in chemical systems within the field of chemistry that traditionally uses the principles, practices, and concepts of thermodynamics, quantum chemistry, statistical mechanics, and kinetics.

5. **Computational and Systems Biology**
   a. **Bioinformatics** - The study of the research, development, or application of computational tools and approaches for expanding the use of biological, medical, behavioral or health data, including those to acquire, store, organize, archive, analyze, or visualize such data.
   b. **Computational Biology** - The study of the development and application of data-analytical and theoretical methods, mathematical modeling and computational simulation techniques to the study of biological, behavioral, and social systems.
   c. **Computer Sciences** - The study of the feasibility, structure, expression, and mechanization of the methodical processes (or algorithms) that underlie the acquisition, processing, storage, and dissemination of - and access to - information.
   d. **Informatics** - The study of the application of computer and statistical techniques to the collection, classification, storage, retrieval, and dissemination of information.
   e. **Systems Biology** - The study of biological systems that involves the complex integration, interactions, and modeling of key elements such as DNA, RNA, proteins, cells, and biochemical reactions with respect to one another.

6. **Developmental Biology and Genetics**
   a. **Developmental Biology** - The study of the processes by which organisms grow and develop; it encompasses genetics, cell fate specification, differentiation, and morphogenesis as well as the molecular analysis of tissue and organ system anatomy.
   b. **Evolution and Developmental Biology** - The study of the relationship(s) between the evolution and development of an organism or group of organisms; it encompasses genetic, molecular, paleontological, population, and molecular analyses, as well as theoretical (mathematical) and ecological analyses as they relate to organismal development and evolution.
   c. **Genetics** - The study of the inheritance of genes and the traits they cause, as well as the behavior of chromosomes in cell division and reproduction.
7. **Engineering, Physics, and Mathematics**
   a. **Bioengineering** - The study of the application of the principles of engineering to the fields of biology and medicine, as in the development of aids or replacements for defective or missing body organs.
   b. **Biomedical Engineering** - The coordinated and cross-disciplinary study and advancement of Engineering, Biology, and Medicine to foster human health and well-being.
   c. **Biophysics** - The study dealing with the forces that act on living cells of the body, the relationship between the biologic behavior of living structures, the physical influences to which they are subjected, and the physics of vital processes and phenomena.
   d. **Material Sciences** - The study involving the properties of matter and its applications to various areas of science and engineering.
   e. **Mathematics** - The study of the measurement, relationships, space configurations, transformations, generalizations, and overall properties of quantities and sets based on numeration and symbols.
   f. **Nanotechnology** - The study of applied science and technology whose unifying theme is the control of matter on the atomic and molecular scale, normally 1 to 100 nanometers, and the fabrication of devices with critical dimensions that lie within that range.

8. **Immunology**
   a. **Basic Immunology** - The study of all aspects of the immune system in all organisms. It deals with the physiological functioning of the immune system in states of both health and disease; malfunctions of the immune system in immunological disorders; and the physical, chemical, and physiological characteristics of the components of the immune system in vitro, in situ, and in vivo.
   b. **Host Responses** - The study of the immune response to infectious agents, or to diseases driven by the immune system. It deals with the physiological functioning of the immune system in response to bacterial, viral, parasitic or fungal infection; or to inflammatory diseases, in vitro, in situ, ex vivo and in vivo.

9. **Microbiology**
   a. **Bacteriology** - The study of prokaryotes, including bacteria and archaea.
   b. **Environmental Microbiology** - The study of the function and diversity of microbes in their natural environments; it includes the study of microbial ecology, microbially mediated nutrient cycling, geomicrobiology, microbial diversity, and bioremediation.
   c. **Microbial Physiology** - The study of the biology and function of microorganisms. It includes but is not limited to information on metabolic pathways, functional genomics, microbial growth, and microbial cell structure.
   d. **Mycology** - The study of fungi, their genetic and biochemical properties, their taxonomy, and their use and dangers to humans.
   e. **Parasitology** - The study of parasitic protozoa and helminthic worms, their hosts, and the relationship between them.
   f. **Virology** - The study of biological viruses and virus-like agents, including their structure and classification, their ways to infect and exploit cells for virus reproduction, the diseases they cause, the techniques to isolate and culture them, and their potential uses in research and therapy.

10. **Neuroscience**
    a. **Neurobiology** - The study of cells of the nervous system and the organization of the cells into functional circuits that process information and mediate behavior.
    b. **Neuroscience** - The study of the nervous system, including the brain, spinal cord, and neurons, in order to advance the understanding of human thought, emotion, and behavior.
    c. **Psychobiology** - The study of the interrelationship of the mental processes and the anatomy and physiology of the individual or psychology as investigated by biological methods.

11. **Physiology**
    a. **Anatomy** - The study of the shape and structure of organisms and their parts. The bodily structure of a plant or an animal or any of its parts.
    b. **Endocrinology** - The study of the glands and hormones of the body and their related disorders.
    c. **Nutrition** - The study of food and nourishment, especially the process by which a living organism assimilates food and uses it for growth and replacement of tissues.
    d. **Pharmacology** - The study of drugs, including their composition, uses, and effects.
    e. **Physiology** - The study of the functions of living organisms and their parts.
    f. **Toxicology** - The study of the adverse effects of chemical, physical, or biological agents on living organisms and the ecosystem, including the prevention and amelioration of such adverse effects.

12. **Social and Behavioral Sciences and Public Health**
    a. **Anthropology** - The study of all human beings across times and places and with all dimensions of humanity (evolutionary, biophysical, sociopolitical, economic, cultural, linguistic, psychological, etc.). Medical anthropology examines the ways in which culture and society are organized around or influenced by issues of health, health care, and related issues.
    b. **Psychology** - The study of the mind and behavior. The discipline embraces all aspects of the human experience from the functions of the brain to the actions of nations, and from child development to care for the aged.
    c. **Public Health and Epidemiology/Biostatistics** - Public Health is the study of individuals, communities, activities, and programs to promote health locally and globally, to prevent disease, injury, and premature death, and to assure conditions in which people can safe and healthy. Epidemiology studies the incidence, distribution, and control of diseases and other health related factors. Biostatistics utilizes statistical methods and techniques to examine issues in health-related sciences.
    d. **Sociology** - The study of social life, social change, and the social causes and consequences of human behavior.
### Sample Abstract

This abstract was submitted and accepted for presentation at a previous ABRCMS.

<table>
<thead>
<tr>
<th>Key Components</th>
<th>Submission Display</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Understanding Self-Efficacy and Well-Being in Patients with Schizophrenia</td>
<td>Except for prepositions, only the First Letter of each word should be capitalized. Only scientific names (genus and species) should be in <em>italics</em>. Do not bold any part of the title. Do not add a period at the end of the title</td>
</tr>
<tr>
<td><strong>Author Block</strong></td>
<td>Denisse Tiznado; Brent Mausbach, Ph.D.; and Veronica Cardenas, Ph.D. University of California, San Diego, San Diego, CA</td>
<td>You must have at least two authors in the author block. The first author must be the presenting author.</td>
</tr>
<tr>
<td><strong>Abstract</strong></td>
<td>Quality of life in patients with schizophrenia can be adversely affected by factors such as impaired cognitive functioning and other symptoms. However, positive intrapersonal characteristics may offset these factors and improve their well-being. Therefore, identifying positive psychological resource factors is crucial, particularly those that may improve quality of life. This study had two specific aims: 1) to examine the relationship between self-efficacy and well-being, and 2) examine psychosocial factors that are associated with increased self-efficacy. Participants were 62 middle-aged or older participants (Mean age= 50.4, SD= 6.2), with a DSM-IV chart diagnosis of schizophrenia or schizoaffective disorder. Self-efficacy was measured using the Revised Self-efficacy Scale (RSES). Participants’ perceived well-being was measured using the Recovery Assessment Scale (RAS). Factors we anticipated would be associated with self-efficacy were: a) Behavioral Activation, measured using the Behavioral Activation for Depression Scale (BADS), this scale assesses participants’ engagement in structured activities b) depression, measured using the Calgary Depression Scale (CDS) c) social contact, measured using the Lehman Quality of Life Index (QOLI). This scale assesses the frequency with which participants did things with friends, such as attended events outside the home or talked on the phone, etc. We first examined correlations between scores on the self-efficacy scale and those measuring well-being. Significant correlations were found between social self-efficacy and total RAS scores, r(60) = .63, p &lt; .001. For the RAS sub-scales, we found significant correlations with personal confidence and hope, r(60) = .62, p &lt; .001, willingness to ask for help, r(60) = .37, p = .004, goal and success orientation, r(60) = .54, p &lt; .001, reliance on others, r(60) = .53, p &lt; .001, and not feeling dominated by symptoms, r(60) = .48, p &lt; .001. A simultaneous multiple linear regression was then performed. For this analysis, social self-efficacy was the criterion variable, and BA, social contact, and depression were the predictor variables. The model including all variables accounted for 32.3% of the variance in social self-efficacy, R² = .323, F(3,54) = 10.06, p &lt; .001. Significant predictor variables included BA (β = .277, p = .019), social contact (β = .282, p = .016), and depression (β = -.341, p = .003). Participants’ self-efficacy is associated with greater well-being. Also, greater behavioral activation, greater social contact and less depression significantly predict high levels of social self-efficacy. Our data are correlational; therefore, caution should be used when interpreting these effects. However, increasing behavioral activation and social contact via psychosocial interventions may help to increase social self-efficacy and improve quality of life in patients with psychosis.</td>
<td></td>
</tr>
<tr>
<td><strong>Scientific Discipline</strong></td>
<td>Social and Behavioral Sciences and Public Health &gt; Psychology</td>
<td>Only one of the 12 available disciplines can be selected. This will be used to assign your abstract to the appropriate reviewers and on-site judges.</td>
</tr>
</tbody>
</table>

Limited to 2,500 characters, not including spaces. Do not include the title or author block in this section. Citations, tables or keywords are not allowed. Your abstract must contain a hypothesis/statement of problem, experimental methods/methodology used, results (even if preliminary), and a conclusion.
**Travel Awards**

Student and judge awards are available for ABRCMS 2018. Visit bit.ly/abrcmsta18 for more information.

**ABRCMS Judge Travel Award**

*Application Deadline: Friday, July 20, 2018*

Are you passionate about helping the next generation of STEM students succeed? Apply for the ABRCMS Judge Travel Award. Full and partial awards will be given. Returning judges are only eligible for partial awards. The award package can include any combination of the following: conference registration, housing, or airfare. Partial awards could include a travel subsidy. Only travel within the US and US territories will be covered.

**Eligibility: ABRCMS Judge Travel Award**

- Active researcher in one of the 12 scientific disciplines represented at the conference
- Postdoctoral scientist or research faculty member
- Committed to mentoring & diversity
- Must be a U.S. citizen or U.S. permanent resident

**Requirements of Awardees:**

- Review applicants for the ABRCMS Student Travel Award August 31-September 6
- Attend the pre-conference Judge’s Orientation Webinar held in October
- Attend the on-site mandatory Judge’s Meeting held on Thursday, November 15 @ 8:00 a.m.
- Judge all poster and oral sessions scheduled throughout the conference (must arrive on Wednesday, November 14 and stay until 2 pm on Saturday, November 17)
- Actively engage in the conference by attending sessions, mentoring students, and networking with peers

Federal Agency employees cannot receive any funding or compensation (complimentary travel, hotel or registration) from ABRCMS and therefore are not eligible to apply for the Judge Travel Award. Program Directors from one of these NIGMS funded programs, are not eligible to apply: RISE, MARC U-STAR, BRIDGES-BAC, BRIDGES-DOC, IMSD, PREP, SCORE, NARCH, IRACDA, BUILD and NRMN.

**ABRCMS Student Travel Award**

*Application Deadline: Wednesday, August 22, 2018*

Travel awards (full and partial) are available for full-time community college students, undergraduates and postbaccalaureates accepted to present at ABRCMS 2018. The full travel award covers conference registration, housing, and airfare, while the partial award covers one or any combination of these components. All applications will be reviewed and evaluated using the following criteria: (1) academic achievement; (2) experience conducting independent work; (3) interest in STEM; and (4) motivation to attend ABRCMS.

**Eligibility: ABRCMS Student Travel Award**

- Must be full-time matriculated undergraduate or community college student at an accredited U.S. institution of higher education or a postbaccalaureate student who fulfills at least one of the following characteristics:
  - From an underrepresented/underserved ethnicity/race (groups include Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders), or
  - Currently enrolled at a community college and completed at least 30 credit hours, or
  - First generation college student, or
  - Non-traditional student (e.g. beginning post-secondary education at or after age 21, full-time employment, having dependents, taking longer than 6 years to complete a degree), or
  - U.S. military veteran, or
  - Individual with a physical or mental impairment that substantially limits one or more major life activities, or
  - From a disadvantaged background (e.g. family below low-income threshold or an educational environment that prevented individual from obtaining knowledge, skills and abilities necessary to develop and participate in a research career)

- Must be a U.S. citizen or U.S. permanent resident, and
- Must be accepted to present a poster or oral presentation at ABRCMS 2018, and
- Cannot have travel support from any NIGMS funded programs, and
- Cannot be a previous ABRCMS presenter
Frequently Asked Questions

**Q: Can students submit more than one abstract?**

A: No, if a student is listed as the presenting author on more than one abstract, all abstracts associated with the student will be automatically rejected. Students must decide between submitting an abstract for poster or oral presentation. If an abstract is accepted into the conference but is not selected for oral presentation, that abstract is automatically assigned to a poster presentation.

**Q: Can previous ABRCMS poster or oral presentation awardees submit an abstract?**

A: Yes, previous ABRCMS presentation awardees can submit an abstract for poster presentation if they meet all of the eligibility requirements. However, previous presentation awardees are not eligible to receive awards.

**Q: Should the presenting author be the submitter of the abstract?**

A: Yes, all communication will be sent directly to the presenting author.

**Q: Can a student submit an abstract submitted for a previous ABRCMS?**

A: No, returning participants must submit an abstract that contains new research findings. In an effort to further the professional development of student attendees, we encourage students who have attended ABRCMS multiple times to attend their respective disciplinary society meetings.

**Q: Can a student request to present on a particular day and time?**

A: Yes, but only if a student has a justified reason (religious, school, or medical conflict) that prevents him or her from presenting on a particular day or time. If so, the student must indicate this request when submitting the abstract.

**Q: The “review my work” page states that the abstract is complete. Does this mean the abstract has been accepted?**

A: No, after the September 7 deadline, all abstracts will be reviewed. By September 24, students will be notified via e-mail if their abstract has been accepted into the conference.

**Q: How will a student receive notification?**

A: All abstract notifications will be sent via e-mail by September 24. eNotifications will be sent to all authors listed in the author block, including the research advisor and program director (if applicable).

**Q: I am a presenting student with a disability. Who should I contact?**

A: Contact Leah Gibbons, lgibbons@asmusa.org, upon learning your abstract has been accepted into the conference, to discuss the aids you require to make your presentation.

**Q: If an abstract is rejected, can a student address reviewer concerns and ask for a new review?**

A: No, abstract rejections are final. If a student prepares an abstract that follows the rules and guidelines presented in this Call for Abstracts, then the abstract stands an excellent chance of being accepted.

**Q: If an abstract is accepted, is the student registered for the conference?**

A: No, all attendees must register separately to attend the conference. An acceptance notification does not equate to free registration. The discount registration deadline is October 17. Registration information can be found at the conference website, www.abrcms.org.

**Q: What is the deadline for withdrawing an abstract without penalty?**

A: The abstract withdrawal deadline is October 8. Prior to the submission deadline, a student can withdraw his or her abstract by returning to the abstract submission site and selecting the “delete this submission” button. After the submission deadline, students must e-mail abrcms@asmusa.org immediately to request that an abstract be withdrawn from the conference.

**Q: Are travel awards available to students?**

A: Yes, the ABRCMS Student Travel Award. Award is available to community college students, undergraduates and postbaccalaureates accepted to give a presentation at the conference. Application is required.

**Q: Which students are eligible for presentation awards?**

A: To be eligible for an award, a participant must be a community college, undergraduate, or postbaccalaureate student who has an abstract accepted for presentation at ABRCMS and who has not previously won an ABRCMS presentation award. Master’s level students are not eligible to receive awards.

**Q: Can family members or friends attend my presentation?**

A: Yes, family members and friends are allowed to request a guest pass at no cost. The guest pass is only valid for the requested presentation session. Contact abrcms@asmusa.org for more information.

**Q: Are students enrolled in doctoral programs eligible to submit abstracts?**

A: No, students enrolled in doctoral programs are not eligible to submit abstracts. To see who is eligible, refer to pg. 3.
“From the networking, to the scientific sessions, to the exhibits, to being able to present my research, ABRCMS has helped to make my zeal for science grow even more. Being able to personally interact with exhibitors gave me a serious advantage in applying for summer programs. Talking to various faculty members during meals also allowed me to make connections at universities I wouldn’t have had a connection with otherwise.”

“My experience presenting this research at ABRCMS was indispensable. ABRCMS allowed me to hone my presenting skills as I explained and defended my research to knowledgeable students and researchers, while also allowing me to network with professors at various institutions.”

“At ABRCMS, I was able to attend poster presentations of many students from various labs in multiple disciplines. As a minority student from a minority-serving institution, it was inspiring to meet students who are like me and who share my passion for research.”

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<table>
<thead>
<tr>
<th>SCORE</th>
<th>BACKGROUND AND HYPOTHESIS OR OBJECTIVE</th>
<th>METHODS (Study Participants, Research Design, Procedures)</th>
<th>RESULTS</th>
<th>CONCLUSIONS AND FUTURE WORK</th>
</tr>
</thead>
</table>
| 1     | • Background was not stated Hypothesis/Objective was not stated | • Methods were not stated | • Results were not provided | • Conclusions were missing  
• Statement about Future Work was not included |
| 2     | • Background was not clear or appropriately linked to the Hypothesis/Objective  
• Hypothesis/Objective was not clear or relevant to the project | • Methods were not clear or relevant to Hypothesis/Objective | • Results were provided but lacked sufficient data to address the Hypothesis/Objective  
• Data were difficult to comprehend | • Conclusions were included but little connection was made to the Results  
• Statement about Future Work was provided but did not logically follow Results |
| 3     | • Background was not clear or was incomplete  
• Hypothesis/Objective was clear but not appropriately linked to the Background | • Methods were appropriately linked to the Hypothesis/Objective but lack relevant information to fully understand what was done | • Results included sufficient data to address the Hypothesis/Objective  
• Data were difficult to comprehend | • Conclusions were reasonably supported by the Results but the relevance to the Hypothesis/Objective was not provided  
• Statement about Future Work somewhat followed the Results |
| 4     | • Background was clear and relevant to the Hypothesis/Objective but included relevance beyond project’s scope  
• Hypothesis/Objective was clear and appropriately linked to the Background | • Methods were clear and appropriately linked to the Hypothesis/Objective with sufficient details to understand what was done | • Results included sufficient data to address the Hypothesis/Objective  
• Data were sufficient to comprehend | • Conclusions were supported by the Results but the relevance to the Hypothesis/Objective was unclear or incomplete  
• Statement about Future Work logically followed the Results |
| 5     | • Background was clear and provided a relevant and concise overview of previous research that informed the project’s Hypothesis/Objective  
• Hypothesis/Objective was clear and appropriately linked to the Background | • Methods were clear and appropriately linked to the Hypothesis/Objective with a clear rationale and comprehensive details to fully understand what was done | • Results included sufficient amounts of high quality data to address the Hypothesis/Objective  
• Data were clear, logical, thorough and easy to comprehend | • Conclusions were strongly supported by the Results and the relevance to the Hypothesis/Objective  
• Statement about Future Work logically followed the Results and included realistic next steps |
<table>
<thead>
<tr>
<th>SCORE</th>
<th>OVERALL PRESENTATION AND HANDLING QUESTIONS</th>
<th>QUALITY OF THE POSTER OR ORAL PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Does not demonstrate any knowledge of the research project&lt;br&gt;• Reads from the poster (slide or script) all the time&lt;br&gt;• Does not understand questions&lt;br&gt;• Presentation is very confusing</td>
<td>• Not all of the expected components* are presented and the layout is confusing to follow in the absence of the presenter&lt;br&gt;• Text is hard to read, messy and illegible, or has spelling or typographical errors&lt;br&gt;• Poster/slides’ background is very poor&lt;br&gt;• Photographs/tables/graphs are poorly done</td>
</tr>
<tr>
<td>2</td>
<td>• Demonstrates a poor knowledge of the research project&lt;br&gt;• Reads from the poster (slide or script) most of the time&lt;br&gt;• Has difficulty answering questions&lt;br&gt;• Presentation is generally unclear</td>
<td>• Not all of the expected components* are presented and the layout is untidy and confusing to follow in the absence of the presenter&lt;br&gt;• Text is hard to read due to font size or color, or has spelling or typographical errors&lt;br&gt;• Poster/slides’ background is distracting&lt;br&gt;• Photographs/tables/graphs are not related to the text or are poorly labeled or do not improve understanding of the project</td>
</tr>
<tr>
<td>3</td>
<td>• Demonstrates some knowledge of the research project&lt;br&gt;• Has some difficulty answering challenging questions&lt;br&gt;• Presentation is somewhat unclear and has inconsistencies</td>
<td>• Most of the expected components* are presented, but the layout is confusing to follow in the absence of presenter&lt;br&gt;• Text is relatively clear and legible, but has spelling or typographical errors&lt;br&gt;• Poster/slides’ background is distracting&lt;br&gt;• Photographs/tables/graphs are not related to the text, or labeled correctly or do not improve understanding of the project</td>
</tr>
<tr>
<td>4</td>
<td>• Demonstrates good knowledge of the research project&lt;br&gt;• Speaks clearly and naturally; makes eye contact&lt;br&gt;• Answers most questions&lt;br&gt;• Presentation is clear for the most part, but has a few inconsistencies</td>
<td>• All expected components* are presented, but layout is crowded or jumbled making it confusing to follow in the absence of presenter&lt;br&gt;• Text is relatively clear, legible, and mostly free of spelling or typographical errors&lt;br&gt;• Poster/slides’ background is unobtrusive&lt;br&gt;• Most photographs/tables/graphs are appropriate and labeled correctly, which improve understanding of the project</td>
</tr>
<tr>
<td>5</td>
<td>• Demonstrates very strong knowledge of the research project&lt;br&gt;• Speaks clearly, naturally and with enthusiasm; makes eye contact&lt;br&gt;• Answers difficult questions clearly and succinctly&lt;br&gt;• Presentation is logical and very clear</td>
<td>• All expected components* are presented and are clearly laid out and easy to follow in the absence of presenter&lt;br&gt;• Text is concise, legible, and free of spelling or typographical errors&lt;br&gt;• Poster/slide background is unobtrusive&lt;br&gt;• All photographs/tables/graphs are appropriate and labeled correctly, which improve understanding of the project and enhance the poster/slides’ visual appeal</td>
</tr>
</tbody>
</table>

*Components are defined as Title, Authors and Institutional Affiliation, Hypothesis/Objective, Background, Methods, Results, Conclusions, Future Work, Bibliography, and Acknowledgments
Contact Information

Conférence Program, Sponsorship, and Affiliated Events:
Irene Hulede
(202) 942-9295
ihulede@asmusa.org

Abstracts, Travel Awards, and Judges Program:
Leah Gibbons
(202) 942-9348
lgibbons@asmusa.org

Abstract Submission Technical Support:
(217) 398-1792
support@abstractsonline.com

ABRCMS Mailing Address:
ABRCMS
ASM Education Department
1752 N Street, N.W.
Washington, DC 20036

www.abrcms.org