

# HOW TO SUBMIT?

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**Deadline:** \_\_\_\_\_

## Submission Guidelines

Submissions are made online using the Graduate Research Forum Application on myChicagoSchool:  
<https://my.thechicagoschool.edu/community/studentresources/studentaffairs/Pages/Graduate-Research-Forum.aspx>

All submissions must include:

- Title of Presentation
- Name(s) of the researcher(s) presenting and department affiliation(s)
- Methodology Used (qualitative, quantitative, mixed methods)
- 3 Scholarly References (in APA format)
- Abstract of (250-300 words, refer to the guidelines)
- Thesis or Dissertation Chair (if applicable)

## Additional Information

- Posters do not have to be professionally printed, but professionally printed posters are welcome from students who plan to bring their work to external conferences.
- Please see the Poster Presentation Resources slide on the linked page above for examples of additional resources.
- Online campus participants should plan on presenting a brief summary of their research (e.g., a PowerPoint or Prezi presentation), followed by answering questions from attendees in the Canvas discussion board. Further details will be provided upon acceptance into the GRF.

## Important Notes

- Any undergraduate or graduate TCSPS student or student in an affiliated program can be an author.
- Students (as a group) may jointly present a poster, as long as it is indicated on the online registration form.
- Work must be proofread prior to submission. TCSPS staff will not be responsible for editing abstracts.
- Any incomplete or incorrectly formatted abstract(s) will not be accepted; please follow the accompanying sample abstract.

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## **Formatting Guidelines**

### **Header**

Title of the Presentation - The entire title is written in bold and the first letter of each word is capitalized except prepositions and conjunctions. Only scientific names are written in italics with just the first letter of the genus capitalized.

Presenters - The first person/s listed is/are the student(s) presenting. Presenters' names are underlined.

Authors - If the authors are from more than one department/institution, then a superscript number follows the surname of each author to identify the department/institution each author is associated with, do not underline superscript.

Department and Institution Affiliations - List the complete name of department, full name of institution, and city, state, and zip code for each institution. Please note that the corresponding superscript precedes each department's name.

### **Abstract Body**

- Insert the text previously approved by your faculty research mentor. Your abstract should summarize the study's hypothesis, methods used, results, and conclusion(s).
- Scientific names are written in italics with just the first letter of the genus Capitalized.
- DO NOT include the title and/or author(s) in the abstract block

Abstract samples are provided for reference at the next page.

## Abstract Samples

### **Title and Author: Single Photon Interference by Attenuation by Randle Affholter (Physics).**

This project represents the initial phase of developing a Bell's Inequality Test of Quantum Mechanics laboratory at Central Washington University. We set up and performed an investigation of the interference of light using a double slit apparatus. For the experiment, a 632.8 HeNe laser beam was passed through an optical system consisting of mirrors, neutral density filters, linear polarizers, irises, multiple lenses and a pinhole. The light was spatially filtered, producing a clean profile, and collimated by the placement of the irises, lenses, and pinhole within the path of the light. The beam intensity was varied using the neutral density filters and polarizers to obtain interference patterns consistent with single photon events. A SBIG ST-7 CCD camera was used as detector and the interference fringes measured using pixel specifications of the CCD chip. The camera was evaluated for effectiveness as a single photon detector by attenuating the beam until its irradiance was consistent with single photon events in the camera pixels for one exposure and examining the signal. These attenuation procedures were then employed using single photon counting modules to detect the interference pattern. The single photon counting modules provided a TTL signal corresponding with single photon detection. A statistical analysis of two detector's counts is consistent with detection of the phenomenon of single photon interference.

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### **Title and Author: An Analysis of the Effects of WhyTry on Behavior in Low Socioeconomic Status Early Adolescent Populations by Kali Albin (Psychology).**

The purpose of the current study was to investigate the effects of the WhyTry curriculum on behavior of students from low socioeconomic (SES) households in order to evaluate the program's ability to help students cope with the risk factors associated with low SES. The need for this study was highlighted by research findings that suggest that students from low SES exhibit more instances of internalizing and externalizing behaviors. WhyTry is a curriculum designed to develop resilience, and improve behavior in school-aged children. The sample consisted of seven students from low SES households, two of which were in the control group with the other five participating in WhyTry. The students were given the Strengths and Difficulties Questionnaire as a pre and posttest. Data were also collected on the number of Office Discipline Referrals at pre and posttest. Preliminary analysis demonstrated slight differences between the control group and the WhyTry group with behaviors changing over time in both groups. Although further analysis, which is currently being conducted, will determine the statistical significance of these differences. Limitations of the study including small sample size, lack of a comparative economic group, and short timespan to implement the program which may influence the results. Overall, programs to mediate the effects of low SES for school-aged students must be examined further, and this study shows data trends that support further research of using the WhyTry curriculum for this purpose.

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