

## Abstracts/Posters Style Guide & Formatting Checklist

### For Poster Abstract Authors

- Titles:
  - a. Should be bolded
  - b. Should be in title case (except for prepositions >3 letters)
  - c. Spell out abbreviations/acronyms in titles
  - d. Word count limit is **15**, including article prepositions
  
- Author bylines:
  - a. Author names should be written on separate line from title of the abstract/poster
  - b. Author names should be capitalized but not in all caps. Eg, John Doe (correct), john doe (wrong), JOHN DOE (wrong)
  - c. Institutions should be italicized
  - d. If all author names are from the same institution (university and college/school), consider listing the university and college name once after all the authors have been listed instead of repeating the institution after each author name
    - i. Example:  
**Perception of Educational Practices in a Changing Reality**  
Marina Galvez Peralta, Ashleigh L. Barrickman, Ahmad Hanif, Kazuhiko Kido, Mohammed Nayeem, Chris Terpening, *West Virginia University*.**VS.**  
**Perception of Educational Practices in a Changing Reality**  
Marina Galvez Peralta, *West Virginia University*, Ashleigh L. Barrickman, *West Virginia University*, Ahmad Hanif, *West Virginia University*, Kazuhiko Kido, *West Virginia University*, Mohammed Nayeem, *West Virginia University*, Chris Terpening, *West Virginia University*.
  - d. Number of authors is ONE primary author and up to SEVEN co-authors
  - e. Add a period at the end of the byline

- Body. Begin the body of abstracts/posters on a separate line (ie, Objectives section separate from authors byline BUT no line between Objectives and Methods and so on.)
  - i. Example:

**An Evaluation of Novel Non-Academic Predictors of Success in a Doctor of Pharmacy Program**

Monica Mathys, Charles Seifert, Jennifer Grelle, Rebecca Mahan, Molly Minze, *Texas Tech University Health Sciences Center*.

**Objective:** Pharmacy programs have struggled to predict who would be successful in their programs based solely on cognitive skills. **Methods:** A survey was developed and offered to all TTUHSC JHH SOP students in Fall 2020. This survey included questions to collect demographic data and incorporated four validated questionnaires that included the (1) Grit Grid, (2) Perceived Stress Scale, (3) Turkish Time Management Questionnaire (TTMQ), and (4) Academic Pharmacy Resilience Scale (APRS-16). **Results:** Completed surveys were submitted by 212 students out of 594 (35.7% response rate). **Conclusions:** A score above 55 on the TTMQ plus a score above 35 on the APRS-16 was associated with on-time progression within our SOP curriculum.

- Word count limit - Total combined word count must not exceed 275 words
- Abbreviations:
  - a. Abbreviations of “eg,” and “ie,” and “et al” should not be separated by periods.
  - b. The names of countries and US states should be spelled out when they stand alone (eg, “...pharmacists throughout the United States...”)
  - c. Do not use postal abbreviations for states in the text. The abbreviation “US” may be used as a modifier only when it directly precedes the word it modifies (eg, US health care). Otherwise, it should be spelled out.
  - d. In titles, spell out abbreviations/acronyms unless the abbreviation/acronym is generally known and accepted. Eg, AIDS, HIV are ok as it is but Pharmacy Curriculum Outcomes Assessment (PCOA) or North American Pharmacist Licensure Examination (NAPLEX), if space permits
- Font is Times New Roman.
- Font size:
  - a. For headings, use 14
  - b. For subheadings and body, use 11
- P* values must be expressed as such:  $p < .001$  not p-value  $< 0.0001$ . *P* values should:
  - a. be italicized
  - b. have no leading zero
  - c. have no spacing around mathematical symbols, such as  $>$ ,  $<$ ,  $=$
- Remove any double spaces after a period. Space should only be one.
- Sentences must end with a period.
- Employ a single dash in numerical ranges. Close up spaces around the dash Eg, 10-20 (correct), 10—20 (wrong)
- Use % instead of percent when a number precedes the symbol. Eg, 10% (correct), 10 percent (wrong)

**Double (or triple) check your submission to make sure there are no misspellings and grammatical errors and that all formatting requirements have been met. If abstracts do not adhere to these formatting requirements, they will not be published in AJPE.**

(See page 3 for correct formatting of an abstract/poster submission.)

## Example from First Page of 2021 Trainee Posters/Abstracts

**AACP REPORT** ← Article Type Heading in All Caps, Bold, Times New Roman, Size 14

**Trainee Poster Competition Abstracts Presented at the 122nd Virtual Annual Meeting of The American Association of Colleges of Pharmacy, July 19-22, 2021** ← Main heading in Title Case, Bold, Times New Roman, Size 14

### **"Alohomora!" Unlocking Student Engagement in an Elective Course Through Themed Competition**

Abigail M. Alexander, Caitlin M. Musgrave Mardis, *University of South Carolina College of Pharmacy*, Andrew Mardis, *Prisma Health Richland, University of South Carolina College of Pharmacy*, Melissa O'Neal, *Houston Methodist*.

**Objective:** To assess the impact of a semester-long, team-based, themed learning competition on student engagement and performance in a solid organ transplant elective course during the COVID-19 pandemic. **Methods:** Second- and third-year students were enrolled in the elective and “sorted” into four “Houses” for a Harry Potter themed competition. Points were earned by winning interactive games and answering audience response questions. The impact of the competition was assessed through pre- and post-class surveys, competition participation data, and overall academic performance. T-test, chi-square, and linear regression were employed for comparisons. **Results:** Due to the pandemic, the elective was the only traditional in-person course for 33 of 34 (97.1%) students. A total of 23 (69.7%) indicated prior interest in Harry Potter. Throughout the semester, 96.5% of students in attendance engaged in the optional in-class competitions, which was comparable to non-pandemic levels of participation ( $p=.78$ ). By the end of the semester, 94.1% of students had earned “House Cup” points (median 23.75, range 0 to 210). Prior interest in Harry Potter did not have an impact on House Cup performance ( $p=.65$ ). Students earning 20-35 or >35 House Cup points had higher final course grades (+4.2 [ $p=.012$ ] and +6.6 [ $p<.001$ ], respectively) than those with <20 points. In the post-class survey, 84.0% of respondents indicated in a free-text field that the competition was their favorite course component. **Conclusions:** Students responded well to the competition regardless of their interest in Harry Potter. Students performing well in the House Cup performed better in the course overall, and the majority considered it to be their favorite course component. These findings suggest that gamification and competition are valuable tools to sustain student engagement during a pandemic.

### **A Before-after Evaluation of the Impact of Remote Proctoring on Academic Performance**

Madison B. Roberts, Elizabeth A. Hall, Dawn Havrda, *The University of Tennessee*.

**Objective:** To evaluate changes in student pharmacist exam scores after transitioning to remote proctoring, specifically when considering student grade point average (GPA) and level of testing anxiety. **Methods:** This is the second part of a retrospective, observational study that compared first- (P1) and second-year (P2) student pharmacist composite exam scores administered in spring 2020 ( $n=384$ ), which had four in-person exams and three remotely proctored exams. Students served as their own controls in a before-after analysis where the transition point was the implementation of remote proctoring. To assess for differences in exam scores amongst students with varying levels of testing anxiety, students were first classified into one of three groups (low, moderate, or high testing anxiety) based on Cognitive Test Anxiety Scale-Second Edition (CTAS-2) score. Kruskal-Wallis tests compared the difference in median scores amongst the CTAS-2 severity groups. Students were also stratified into one of two groups based on their cumulative GPA (ie, upper 50% or lower 50%); Mann Whitney tests compared the difference in median scores for these two groups. **Results:** When stratified by student CTAS-2 score, no significant difference in exam scores was found. When stratified by GPA, no significant difference in exam scores was found for P1 students, but a significant difference was noted for P2 students. Specifically, the lower 50th percentile GPA group had significant exam score improvements after transitioning to remote proctoring and testing. **Conclusions:** Remote proctoring and testing has a seemingly minimal impact on academic performance regardless of a student’s CTAS-2 score yet may lead to improvements in score for students with a lower GPA.