*What is the Undergraduate Poster Session?*

* The Undergraduate Poster session provides a professional development opportunity for undergraduates whose research projects might not be appropriate for the regular content-area sessions ([standard criteria](http://www.easternpsychological.org/i4a/pages/index.cfm?pageid=3517)). Specifically, research accepted for the Undergraduate Poster session might have substantive limitations, such as insignificant results or limited presentation of the existing literature.
* The deadline for undergraduate poster sessions proposals is December 1st as it is for all other submissions. *Be sure to complete your poster with enough time so that your faculty advisor can review it before the December 1st deadline.*
* Research projects accepted to the Undergraduate Poster Session will be grouped together in the same poster session with approximately 50-80 other undergraduate posters. Be prepared to present at any of the possible poster times on Friday or Saturday of the meeting.

*Undergraduate Student EPA membership (Associate Members)*

1. Both student and faculty sponsor must be current members of EPA (i.e., expiration date of 5/31/2023) in order for you to submit your poster. Undergraduate students join EPA at the Associates level.
2. If you are already an Associate member who needs to pay dues, login at the top right of the menu, and then click on 'Renew Your Membership'.  If you are joining EPA as an Associate for the first time, Click on 'Join EPA'.  After dues are paid by credit card, clicking on 'Associate Proposals', will allow students access to the proposal submission portal. For anyone planning to submit a proposal, it is advisable not to wait until the last possible moment to join/renew your membership as payments may take up to 48 hours to process.

*Am I eligible to submit for the Undergraduate Poster Session?*

* Any undergraduate who conducts a research project with a faculty advisor is eligible to submit for the Undergraduate poster session. Both the undergraduate student and the advisor must be current members of EPA. You may join EPA or renew your membership at <http://www.easternpsychological.org/>. See above for more guidance on EPA membership.
* As with all presentations at EPA, data collection must be complete at the time of submission.
* The undergraduate must be the first author of the poster. The faculty member who advised the research project must sponsor the submission, as well as be an author on the poster.
* EPA Fellows may sponsor undergraduate posters, but the poster submission must follow all of the guidelines for an Undergraduate Poster (i.e. submissions need to include a short and long abstract, etc.).

*Should I submit to the Undergraduate Poster Session or to a relevant content Poster Session?*

* If your research project meets the standard criteria, you should submit to content-area sessions. If your poster is not accepted to the content Poster session, it will then be reviewed as an Undergraduate Poster. Please do **NOT** submit your poster to both a content-session and the Undergraduate Poster session.
* If you choose to submit to the regular content-area session rather than the Undergraduate Poster session, click on this link for the [standard criteria](http://www.easternpsychological.org/i4a/pages/index.cfm?pageid=3517) and follow the directions.
* *How do I submit my proposal to the Undergraduate Poster Session?*

Pay attention to all of the details below. IF YOU FAIL TO FOLLOW ALL INSTRUCTIONS, YOUR SUBMISSION CAN BE REJECTED WITHOUT REVIEW.

Please contact Dr. Paige Fisher (Seton Hall University) (paige.fisher@shu.edu) if you have questions.

1. You are required to submit a short 75 word abstract and long 500-1000 word abstract using text boxes on our submission site. See below for explanations and instructions for what to include in the short and long abstracts. FOLLOW THESE WORD LIMITS.
2. You may upload your submission or cut and paste text into the boxes. The boxes will not accommodate graphs or tables.
3. Data collection must be complete at the time of submission and at least initial analyses should be complete to establish the basic outcome of the research. Submissions without preliminary data analyses will not be accepted.
4. When indicating the “Content Field” for your submission, choose Undergraduate Research for the 1st field, and whatever content area you think is most applicable for the 2nd field. Please do not make up a category as that may delay the review process.
5. Once you submit your poster, the document is final. **Please proof read your submission carefully before submitting.** Have you checked the spelling of your co-authors’ names? Have you included all of your co-authors, including your research advisor/mentor? **Proof read a second time.**
6. The submission deadline for Undergraduate Research Posters is December 1, 2022 5pm, EASTERN STANDARD TIME.
7. First authors will be notified by email in December regarding the status of their proposals.

*What are the criteria for an Undergraduate Poster Submission?*

As many undergraduates have never submitted a poster for a professional conference, the information below provides comprehensive guidance regarding the components of a poster submission. Please read the following carefully if you are unfamiliar with the expectations of a professional conference poster submission.

1. Short Abstract: The short abstract is the only communication about your study that conference attendees will see. Therefore, you need to summarize all the major points of your study for conference attendees. The word limit is 75 words aside from the title and authors’ names.
* Title – Develop a brief title so that attendees have a sense of your poster content.
* Author Names (this should include your faculty advisor and any other individuals who made significant contributions to design, data collection and/or writing)
* In one sentence, clearly state the purpose of your study.
* Broadly connect your study to pre-existing literature.
* Briefly describe your method (number of participants/sample and procedure) well enough for readers to understand the basic design of your study.
* Describe your central findings.
* If possible, conclude your abstract but providing the “so what” for your findings, identifying real-world applications, and/or future directions.

Here is an example of a short abstract:

Children who are interested in academic tasks may be more likely to engage in challenging activities and build foundational academic skills. Sixty preschool children participated in academic assessments and behavioral observations, while their teachers completed questionnaires regarding their classroom functioning. Key findings suggest that children’s early interest predicts concurrent math skills, controlling for age, receptive vocabulary, and attention problems. These findings highlight the importance of considering the role of interest in emergent academic development.

1. Long Abstract: The long abstract is the description of your research study for the Program Review committee to determine whether your submission will be accepted. In the long abstract, you are providing the rationale for why your project makes a scientific contribution and explaining to the reviewer how your study was conducted and what you found. Your long abstract should be 500-1000 words.

The Long Abstract should include the following sections: Introduction/Literature Review, Methods, Results and Discussion. See below for instructions as to what should be included in each of these sections. The ordering of information within each section is flexible.

* Introduction/Literature Review: Explain the current understanding of your research topic and how your study will push psychological science forward by enhancing knowledge of this area.
	+ Provide an opening sentence to explain the importance of the study
	+ Describe selected background literature that provides context for your research project. Broadly explain what is known and what is missing/lacking (limitations to prior studies) about your topic.
	+ Current Study: Provide a few sentence description of your study design and how it will “fill the gap” in the literature. State your specific hypotheses (i.e. testable predictions).
* Methods:
	+ Describe your sample/participants (N, biological sex and/or gender, any other relevant demographic variables such as animal species, college-students, or children at a preschool, etc.)
	+ Materials, i.e. what did you use to measure characteristics, behaviors, etc. and/or manipulate to create different conditions?
	+ Procedure, i.e. the ordered steps that comprise the actual research project
		- For qualitative analyses, explain the method and theory you used to derive your conclusions
		- For projects involving secondary data analysis (i.e. data that you did not personally collect), note how and when the data were collected and by whom.
		- For projects involving content and meta-analyses, describe the units of analysis (e.g., books, videos) and selection procedure.
* Results:
	+ Describe the types of statistical/qualitative procedures you used.
	+ When appropriate, provide descriptive statistics (means, standard deviations, frequencies, themes) for the primary study measures
	+ Present the results of analyses for the stated hypotheses with relevant effect sizes and confidence intervals.
	+ Identify whether the results are consistent/inconsistent with what your predictions.
	+ For qualitative analyses, describe primary themes and other relevant outcomes.
* Discussion:
	+ Briefly summarize the overall findings for your study
	+ Explain possible reasons/alternate explanations for your findings.
	+ Compare/contrast your findings to what has been found in the literature.
	+ Describe limitations to your study/possible directions for future research.
	+ Identify any conclusions or implications that can be drawn from your results.

If you would like additional guidance on creating a strong submission, see the following article (linked below) in Psi Chi.

[Writing Strong Conference Abstracts](http://www.ourdigitalmags.com/publication/?i=491640&article_id=3069084&view=articleBrowser&ver=html5#{%22issue_id%22:491640,%22view%22:%22articleBrowser%22,%22article_id%22:%223069084%22}) by Marianne Fallon and Bonnie A. Green.