



# University of Oklahoma – Tulsa Research Forum 2019

## Abstract Submission Information

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Office for Research Development and Scholarly Activity  
OU-Tulsa Student Government Association  
Office of the OU-Tulsa Assistant Vice President for Research

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*The* UNIVERSITY of OKLAHOMA - TULSA

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SCHUSTERMAN CENTER



Dear colleagues,

It is my pleasure to share with you the abstract submission information for OU-Tulsa's 2019 Research Forum. The OU-Tulsa Research Forum is an annual event to showcase student and resident research.

I strongly encourage members of the research community to submit abstracts of their work for consideration at this conference. Further details on how to submit abstracts are included on the following pages.

We would like to express our thanks to the OU-Tulsa Student Government Association for their generous support, and the Office for Research Development and Scholarly Activity for their dedicated commitment in planning and organizing the OU-Tulsa 2019 Research Forum.

On behalf of the OU-Tulsa 2019 Research Forum Program Committee, we look forward to receiving your abstract submission. Thank you in advance for your commitment to sharing your research in the Tulsa community.

Sincerely,

A handwritten signature in black ink that reads "Kent Teague". The signature is stylized and includes a long horizontal flourish at the end.

Kent Teague, PhD  
OU-Tulsa 2019 Research Forum Chair

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## About the Conference

Wednesday, April 3, 2019

The University of Oklahoma – Tulsa Schusterman Center

Founders Hall

2:00-4:00pm

## Important Dates and Deadlines

Call for Abstracts Opens	January 7, 2019	
Abstract Submission Deadline	February 8, 2019	
Acceptance Notifications	March 4, 2019	
Revise & Resubmit Deadline	March 11, 2019	
Research Forum	April 3, 2019	2:00-4:00pm

## Topical Categories for Abstracts

Biomedical – Basic and clinical science in the broad field of biomedicine.

Education – Development or outcomes of novel curricula, innovative educational methods or broad education topics.

Engineering and Applied Research – Any area of engineering or bioscience that is applied to a real-life setting.

Quality Improvement – Methodology which improves care, processes or outcomes in a healthcare setting.

Social/Behavioral and Community Service – Social and behavioral sciences and projects with community organizations.

## **Information on Submission**

The OU-Tulsa Research Forum is an annual event to showcase student and resident research. Current fellows, residents, or students at OU-Tulsa or TU are welcome to submit abstracts to the forum.

Fellows, residents, or students may submit an abstract through the research forum submission website. You can submit abstracts in one of our categories before Friday, February 8, 2019.

All abstracts should be reviewed by your faculty mentor before you submit. Don't know who that is? Check with your department chair or advisor.

Faculty reviewers in a related field will review the submissions to determine if they meet best practices. You will be notified if the abstract has been accepted or rejected by Monday, March 4, 2019. This gives you several weeks to prepare a poster and get it printed.

Abstracts must be submitted at <https://rf2019.exordo.com> by Friday, February 8, 2019. The deadline is final. Late or incomplete submissions will not be accepted. The committee may return an abstract for revisions and resubmission.

## **Guide for Authors**

Reviewers will consider the following questions as they read through the abstract submissions:

Confidentiality: Did the author ensure confidential information is not revealed?

Originality: Is the abstract novel and interesting?

Will the information add to current body of knowledge?

Is the research question important?

Are the results useful to one or more academic constituents?

Structure: Are the key elements included (background, methods, etc.)?

Does the content of the abstract reflect the title?

Does the introduction/background provide relevant information?

Are the methods adequately described?

Is the method an appropriate one to collect the data needed to address the objectives?

Are the design and sampling plan, or units of data collected appropriate for the project?

Is the analysis plan cogent and accurate?

Are the results explained clearly and logically?

Are the author's conclusions supported by the results?

Language: Is the abstract well written, grammatically correct?

Abstracts that indicate "the work is in progress" or "the results will be discussed" are unacceptable.

## General Information

### Accessing the Abstract Submission Site

You will submit your abstract at <https://rf2019.exordo.com/login> by Friday, February 8, 2019. This deadline is final. Late or incomplete submissions will not be accepted.

### Poster Printing

Once the poster is designed and reviewed by your mentor, it is time to print. The 2019 library poster printing deadline is Wednesday, March 27, 2019. Some departments help with the cost of printing. Check with your mentor for details.

Reminder – posters larger than four feet wide and four feet tall WILL NOT be permitted. If the department does not help with your printing costs, you can check with the Schusterman Library or visit any office or printing stores for pricing. Please note, if you have your poster printed at the Schusterman Library, **one side cannot exceed three feet** (to fit on the printer).

### Day-Of Details

Research Forum will take place Wednesday, April 3, 2019 from 2:00-4:00pm. You may hang your poster in Founders Hall that morning from 9:00-11:00am. If you are not available during that time, find someone to hang your poster for you. Velcro used to hang the posters will be provided.

One or more of the study authors are required to be present during Research Forum and should be prepared to make a short presentation to the judges (no more than three to five minutes). Judges may not be in your field of study so the presentation should be for a general audience.

Be prepared to be there for two hours. Judging will take place throughout the event, so it is important to be there or your poster will not be judged.

### Withdrawals

If you are unable to attend Research Forum and/or need to withdraw your submission for any reason, please e-mail [ORDSA@ouhsc.edu](mailto:ORDSA@ouhsc.edu) with your name, poster title, and submission number.

## **Abstract Submission Information**

### Abstract Format Requirements

Abstracts are limited to 400 words.

Titles must be in all upper case letters and limited to 12 words.

Abstracts must be provided in a structured format: Background, Methods, Results, and Conclusion.

Case Reports are not acceptable for the OU-Tulsa Research Forum.

All authors' names, affiliations, and e-mails must be entered into the submission portal. Please make sure you have this information prior to abstract submission.

You will be asked to provide your IRB number. Please have that information prior to abstract submission.

The presenting author must agree to be present during the duration of Research Forum. Please do not submit an abstract if you know you are not able to be present on Wednesday, April 3, 2019 from 2:00-4:00pm.

### Authorship

“Primary Author” is defined as the leading author of the abstract and is responsible for providing the required information for all authors.

A primary author may submit only one abstract; however, they may be a co-author on other abstracts. It is the responsibility of the primary author to ensure that all co-authors are aware of the contents of the abstract and the submission is their own work in collaboration with the other authors listed. Incomplete author information may cause the abstract to be rejected.

### Affiliation Examples

University of Oklahoma – Tulsa, College of Arts & Sciences, Department of Social Work

University of Oklahoma – Tulsa, School of Community Medicine, Department of Family & Community Medicine

## Sample Abstract/Resources

### *Title*

## **THE PRESERVICE TEACHER'S JOURNEY TO KNOWLEDGE: ASSOCIATIONS WITH LEVELS OF EDUCATION**

### *Authors*

- 1. Mrs. Amber Beisly** - *University of Oklahoma-Tulsa*
- 2. Dr. Vickie Lake** - *University of Oklahoma-Tulsa*

### *Abstract*

**Introduction:** Historically, knowledge of child development has been one of the main emphases of early childhood teacher education programs, as it is theorized that teachers need strong content knowledge if they are to teach well. Knowledge of the age-related characteristics and behaviors of young children helps teachers understand children's capabilities in order to implement behavioral strategies and practices that will optimize learning and development. Teachers typically gain knowledge as they move through the degree ladder, from Child Development Associate (CDA) to Associates to Bachelor's. The purpose of this study was to examine 1) preservice teachers' knowledge of child development over time, more specifically across four areas of child development – cognitive, social, emotional, and physical; and 2) if currently working in childcare was associated with knowledge of child development.

**Methods:** The participants include students (n=60) from the community college, students (n=30) from the community college who had matriculated to the university, university students (n=6), and university graduates (n=2). The sample consisted of 98 students, 96 were female; 73% were white. Participants completed a demographic questionnaire and the Knowledge of Child Development Inventory, which consists of 56 multiple-choice items of knowledge relating to child development from birth to age 3.

**Results:** A repeated measures analysis of variance was conducted that examined the effect education level on knowledge of child development. There was a statistically significant main effect for education level on child development,  $F(2,82)=5.94, p < .01$ . There were also statistically significant differences on domain scores, e.g., cognitive development,  $F(2,82)=4.74, p=.01$  and emotional development,  $F(2,83)=4.96, p<.01$ . Post hoc tests revealed participants with Bachelor's degree scored significantly higher than participants with a CDA or an Associates. These results indicate that as students move up the education ladder, they gain more knowledge of child development. This may suggest the Bachelor's program focuses on theoretical knowledge, whereas associates programs focus on practical knowledge.

**Discussion:** Results also demonstrated that students who were not currently working had the highest overall mean compared to those working in an early childhood field or an unrelated field. Initially, this finding took us by surprise. However, a common factor among the majority of these students was that they were not working to stay home with young children. In essence, they *were working* in an early childhood setting.

## 2018 Winners

Congratulations to all of the 2018 Research Forum winners!

### Biomedical

- 1<sup>st</sup> place Andrew Starnes, *Outcomes and Overuse of Helicopter Transport for Pediatric Trauma Patients in Oklahoma*
- 2<sup>nd</sup> place Stephanie Harry, *Lung Cancer Screening Knowledge, Attitudes, and Practices in OU SCM Internal Medicine*
- 3<sup>rd</sup> place Mohsain Gill, *Rates and Predictors of Seizure Associated Hospital Re-Admissions in Patients with Strokes*
- 3<sup>rd</sup> place Obada Al Zoubi, *Fine-Tuning Seed Placement and Formation in Brain: A Data Driven Approach*

### Education

- 1<sup>st</sup> place Amber Beisly, *The Preservice Teacher's Journey to Knowledge: Associations with Levels of Education*
- 2<sup>nd</sup> place Terry Jacobs Davis, *Never Too Early: Giving Programs at Tulsa Community College*
- 3<sup>rd</sup> place Shinyoung Jeon, *Early Head Start Dosage: The Importance of Parent-Caregiver Relationships and Family Engagement*

### Engineering

- 1<sup>st</sup> place Haneya Qureshi, *How to Provide On-Demand Cellular Coverage Through Unmanned Aerial Vehicles*
- 2<sup>nd</sup> place Obada Al Zoubi, *A Game Theoretical Approach to Study Human Behavior in Carpooling*
- 3<sup>rd</sup> place Asad Zaidi, *Hand-Over for Less: How to Reduce Signalling Load in Future Ultra-Dense Networks*

### Quality Improvement

- 1<sup>st</sup> place Rohan Kalra, *Utilization of a Template to Increase Diabetic Foot Exams*
- 2<sup>nd</sup> place Phillip Nielson, *Medication Refill: A Project to Improve Patient Satisfaction*
- 3<sup>rd</sup> place Henry Le, *Improving A1C Above 9.0 in Ambulatory Academic Clinic*

### Social/Behavioral

- 1<sup>st</sup> place Kelly Dunn, *The Six Cs: Coping Methods at the OU-TU School of Community Medicine*
- 2<sup>nd</sup> place Lauren Conway, *Hope and Secondary Trauma in Physicians Exposed to Child Maltreatment*
- 3<sup>rd</sup> place Alizay Paracha, *Project Revive: Using GIS Mapping to Identify Health Trends in Pediatric Populations*

### Travel Award Winners

- 1<sup>st</sup> place Alizay Paracha, *Project Revive: Using GIS Mapping to Identify Health Trends in Pediatric Populations*
- 2<sup>nd</sup> place Ashten Duncan, *Hope as a Protective Factor in Medical Student Burnout*
- 3<sup>rd</sup> place Gracen Conway Davis, *Future Physicians Putting Health Into Practice: Healthy Lifestyles, Healthy Communities*