

Tennessee Dietetic Association's 2010 Annual Meeting Poster Session

SUBMIT YOUR ABSTRACT AND RESERVE YOUR SPOT IN THE POSTER SESSION EVENT

ALL ABSTRACTS SHOULD BE SUBMITTED VIA E-MAIL AND RECEIVED NO LATER THAN MARCH 1, 2010

**E-MAIL TO:
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PLEASE FOLLOW THE GUIDELINES BELOW AND USE THE FORM PROVIDED FOR ABSTRACT SUBMISSION FORMATTING AND TYPING OF THE ABSTRACT

1. **TEXT:**

- Type one single-spaced paragraph in black ink using Courier, Times (or any other Serif font) with the font size no smaller than 10 point to ensure readability. Text must be limited to no more than 250 words, no exceptions. Paste-ups are not allowed. Do not right justify text.
- Be sure to carefully proofread all submissions. Spell out abbreviated terms and acronyms at first mention within the text. After TDA receives the abstract, there will be no further editing. Do not use graphs, charts, tables, or capitalization for emphasis in the text.
- **COMPUTER SET-UP.** Type and complete your submission directly on this form (as a Word document '97 or later). Confine text to specified word counts.

2. **TITLE:** Capitalize the entire title. Do not underline, bold, italicize, or use abbreviations or acronyms in the title. Detailed information on the use of abbreviations, acronyms, or credentials can be found in the *Journal of the American Dietetic Association*, January 2007 issue.

3. **PRESENTER AND CO-AUTHORS:** Type first and middle initials, last names, credentials, and places of employment for all authors within the limited space. Do not identify any author names or facilities within the body of the abstract. Presenting author must be listed first. Author citation should adhere to the standards promulgated by the *AMA Manual of Style*, 9th Edition. All persons designated as authors must meet the criteria for authorship detailed in the following statement.

We certify that we have participated substantially in the conception and design of this work and the analysis of the data (when applicable) as well as the writing of the manuscript. We have reviewed the final version of the abstract, approve it for publication, and take public responsibility for its content.

All authors and coauthors must sign this statement on the lines provided. **All signatures (original) must be present on this one page and be submitted along with the abstract. (Please see directions below for signature)**

Signature

Signature

Signature

4. **LEARNING OBJECTIVE:** List only one learning outcome for the abstract. The outcome should state, in measurable terms using a behavioral verb, what the participant will be able to do or say after listening to or reading the abstract presentation.
5. **REQUIRED DISCLOSURE:** In the body of the abstract, if applicable, state funding source (corporate, private, grant, etc). If there is no outside funding, list "none" or other appropriate wording, such as "self-funded."
6. **PRESENTING AUTHOR INFORMATION:** (Not required to be primary author.) This information must be submitted for the author who will be presenting the material. List name and credentials exactly as you want them to appear in published material.
7. Research results and/or conclusions must be completed at the time of submission and cannot be in progress.
8. Proofread your abstract carefully. Do **NOT** rely on computer spell check software only. **Any abstracts that have typographical or grammatical errors, particularly in the title, will be disqualified.**

Name: _____

Credentials: _____

Employer: _____

Position/Title: _____

Address: _____

City/State/ Zip: _____

E-mail: _____

Please fill in the appropriate information: Student (include school or internship name) _____ OR Professional _____

If Student, please have your faculty advisor send an email to ABBIE.DERRICK@VANDERBILT.EDU to verify your participation.

If Professional, please provide the following: ADA Member ____ Yes ADA# _____ ____ No State Practice License # _____

ABSTRACT FORM

All abstract information must be typed on this ONE PAGE original form, remain within text limitations on one page, and be emailed by February 15, 2009. Please complete all areas of the form, referring to the abstract example and the instructions on the previous page for detailed information.

TITLE: (Limit title to 25 words)

AUTHOR(s): - Use first & middle initials separated with a period and no spaces.

LEARNING OUTCOME:

TEXT: (Limit to 250 words maximum, no exceptions.)

Please complete all required details below, referring to the Instructions for definitions, Learning Needs Codes and 2010 Original Contribution oral presentation categories. You must designate a primary and secondary learning needs code. TDA reserves the right to move to another category based on poster information.

LEARNING NEEDS CODES

Primary # _____

Secondary # _____

Literature Review _____

TRANSLATING RESEARCH INTO PRACTICE: IDENTIFY AREA

_____ Food Systems Management

_____ Community

_____ Nutrition Therapy

_____ Business/Entrepreneur

DO NOT FOLD OR STAPLE ORIGINAL FORM

Learning Needs Codes

Using the listing below, please rank the primary (1) & secondary (2) learning needs codes of the abstract in the appropriate place on the Abstract Form.

1000 PROFESSIONAL SKILLS

1010 Career planning, job search, goal setting
1020 Computer, electronic technology
1030 CPR
1040 Cultural sensitivity
1050 Ethics
1060 Foreign language, cultures
1070 Leadership, critical and strategic thinking
1080 Legislation, public policy
1090 Media skills
1100 Photography, video and graphic production
1110 Risk taking
1120 Time and stress management, life balance
1130 Verbal communication skills, presentations
1140 Written communication skills, publishing

2000 SCIENCE OF FOOD AND NUTRITION

2010 Botanicals, phytochemicals
2020 Composition of foods, nutrient analysis
2030 Food preservation, additives, irradiation
2040 Food science, genetically modified food
2050 Genetics
2060 Immunology
2070 Macronutrients: carbohydrate, fat, protein, fiber, water
2080 Microbiology, food toxicology
2090 Micronutrients: vitamins, minerals
2100 Nutritional biochemistry
2110 Physiology, exercise physiology

3000 NUTRITION ASSESSMENT

3010 Assessment methodology
3020 Assessment of target groups, populations
3030 Anthropometrics, body composition
3040 Food consumption, fluid balance
3050 Feeding, swallowing, dentition
3060 Laboratory tests
3070 Pharmacological, drug/nutrient, herbal interaction
3080 Physical: blood pressure, pulse, bowel sounds
3090 Screening parameters, methodology, and surveillance
3100 Supplemental nutrients, botanicals

4000 WELLNESS AND PUBLIC HEALTH

4010 Community intervention, monitoring, and evaluation
4020 Community program development
4030 Dietary guidelines, DRIs, Food Guide Pyramid, food labeling
4040 Disease prevention
4050 Epidemiology
4060 Exercise, fitness, and sports nutrition
4070 Food security and hunger
4080 Government-funded food & nutrition Programs
4090 Health behaviors: smoking cessation, stress management
4100 Social marketing
4110 Vegetarianism
4120 Life Cycle (*stages of life cycle*)
4130 Pregnancy (*stages of life cycle*)
4140 Lactation (*stages of life cycle*)
4150 Infancy & Childhood (*stages of life cycle*)
4160 Adolescence (*stages of life cycle*)
4170 Men's health (*stages of life cycle*)
4180 Women's health (*stages of life cycle*)
4190 Elderly nutrition (*stages of life cycle*)

5000 MEDICAL NUTRITION THERAPY (MNT)

5010 Acute (*care sites*)
5020 Ambulatory (*care sites*)
5030 Home care (*care sites*)
5040 Long-term, intermediate, assisted living (*care sites*)
5050 Rehabilitation (*care sites*)
5060 Neonates (*client population*)
5070 Pediatrics (*client population*)
5080 Adolescents (*client population*)
5090 Adults (*client population*)

5100 Elderly (*client population*)
5110 Allergies, sensitivities (*disease/disorder*)
5120 Autoimmune diseases, arthritis, lupus (*disease/disorder*)
5130 Bone diseases, osteoporosis (*disease/disorder*)
5140 Burns (*disease/disorder*)
5150 Cancer (*disease/disorder*)
5160 Cardiovascular disease (*disease/disorder*)
5170 Critical care, trauma (*disease/disorder*)
5180 Developmental disorders (*disease/disorder*)
5190 Diabetes mellitus (*disease/disorder*)
5200 Disordered eating (*disease/disorder*)
5210 Dysphagia (*disease/disorder*)
5220 Gastrointestinal disorders (*disease/disorder*)
5230 Hematological disorders, anemia (*disease/disorder*)
5240 Hepatic disorders (*disease/disorder*)
5250 HIV/AIDS (*disease/disorder*)
5260 Hypertension (*disease/disorder*)
5270 Infectious diseases (*disease/disorder*)
5280 Nutrient deficiencies, Failure to thrive (*disease/disorder*)
5290 Metabolic disorders, Inborn errors (*disease/disorder*)
5300 Neurological: stroke, Alzheimer's, dementia, Parkinson's, spinal cord injuries (*disease/disorder*)
5310 Pregnancy complication (*disease/disorder*)
5320 Psychiatric disorders, anxiety (*disease/disorder*)
5330 Pulmonary diseases (*disease/disorder*)
5340 Renal diseases (*disease/disorder*)
5350 Substance abuse, alcoholism (*disease/disorder*)
5360 Transplantation (*disease/disorder*)
5370 Weight management, obesity (*disease/disorder*)
5390 Care planning, documentation, and evaluation (*nutritional care*)
5400 Case management (*nutritional care*)
5410 Client protocols, clinical guidelines (*nutritional care*)
5420 Complementary care, alternative therapies (*nutritional care*)
5430 End of life care (*nutritional care*)
5440 Enteral and parenteral nutrition support (*nutritional care*)
5450 Feeding equipment, tube placement, adaptive utensils (*nutritional care*)
5460 Self-care management (*nutritional care*)
5480 Wound care (*disease/disorder*)

6000 EDUCATION, TRAINING, AND COUNSELING

6010 Behavior change theories, techniques
6020 Counseling, therapy, and facilitation skills
6030 Education theories and techniques for adults
6040 Education theories and techniques for children and adolescents
6050 Instructional materials development
6060 Learning needs assessment, learning plan development, and evaluation
6070 Interviewing and listening skills
6080 Training, coaching, and mentoring

7000 BUSINESS AND MANAGEMENT

7010 Business plan development
7020 Conflict management
7030 Contract management
7040 Consultation
7050 Customer focus
7060 Emergency and disaster management
7070 Entrepreneurship, private practice
7080 Financial management
7090 Human resources management, labor relations
7100 Institution/regulatory policies and procedures, HCFA, OBRA, JCAHO, NCQA, OSHA, USDA
7110 Legal issues, malpractice
7120 Marketing
7130 Managed care
7140 Materials management
7150 Negotiation
7160 Quality management
7170 Reimbursement, coverage
7180 Strategic planning
7190 Supervision, crisis management
7200 Team building
7210 Sales, merchandising

8000 FOOD SERVICE SYSTEMS AND CULINARY ARTS

- 8010 Child and adult care food program
- 8015 Cultural/ethnic food and culinary practice
- 8018 Environmental, agricultural and technological influences on food systems
- 8020 Equipment management
- 8030 Facilities layout, planning
- 8040 Food safety, HACCP, and sanitation
- 8050 Food distribution and service
- 8060 Food presentation
- 8070 Food production, purchasing
- 8080 Food styling
- 8090 Menu planning, nutrient analysis
- 8100 Recipe and food development
- 8110 School foodservice
- 8120 Sales, merchandising
- 8130 Sensory perception and evaluation of food and ingredients

9000 RESEARCH AND GRANTS

- 9010 Data analysis, statistics
- 9020 Evaluation and application of research
- 9030 Outcomes research, cost-benefit analysis
- 9040 Proposal development, grant applications
- 9050 Publication, communications of research outcomes
- 9060 Research development and design
- 9070 Research instruments and techniques

POSTER SESSION FAST FACTS

Poster Presentation:

- **Set-up 6:45-7:00 AM, April 22, 2010**
- **Judging and sharing the poster 7-9 AM, April 22, 2010. You should plan to be there to answer questions and talk to people during this time only.**
- **Poster up from 6:45AM-2 PM, April 22, 2010**
- **Be prepared to offer a short summary of your work and walk interested persons through your poster.**
- **Bring the supplies you need to hang the poster (push pins) or use a tri-fold board for free-standing table top displays.**
- **Bring business cards for networking.**
- **Bring copies of your abstract for sharing.**
- **You can take your poster down at the end of the day after the last session or anytime after 2PM.**

Poster Legibility:

Based on "The scientific poster: guidelines for effective visual communication," Daniel Matthews in Technical Communications: Journal of the Society for Technical Communication, Vol.37, No. 3 (3rd quarter, August 1990), p 225-232.

- **Posters must look professional. Less information is often better than more. A poster should be attractive, well organized and self-explanatory.**
- **Title and author: titles should be no more than 10 words. The title appears at the top of the poster. A sans serif font, such as Arial, should be used. Do not use all capital letters.**
- **Headings: be consistent with headings, whether they are all capital letters, boldface or italicized. Keep it short- preferably 4 words or less.**
- **Text: minimize words while maximizing visuals: graphs, tables, charts, pictures or diagrams.**
 - Paragraphs should be flush left.
 - Do not justify the right margin_ - justification makes text more difficult to read.
 - Lists should be written in phrases rather than sentences
 - Use bullet points to reinforce the items in a list
 - Numbers should be numerals, rather than spelled out.
 - Use % instead of percent.
 - Refrain from excessive references.
- **Group information into conceptual units. Try the following format:**
 - Introduction – a few brief sentences that state the purpose of the research
 - Methods – a list, flow chart, map
 - Results - illustrations, tables, figures, graphs and photos accompanied by a simple statement.
 - Discussion – a list of summary of paragraph conclusions.
- **Visuals (illustrations, figures, graphs, photos, and tables)**
 - Limit visuals to no more than 5 per poster.
 - Visuals should be at least 5" x 7"
 - Captions and labels on visuals should be readable from 4 feet away. Be concise.
- **Organization: the information should flow from top to bottom or from left to right, but not both. The reader may get confused. Use numbers, arrows, or colors to help the eye move from item to item in the correct order.**
- **Color – Color attracts attention, but too much can be distracting.**
- **Handouts – Handouts can be an important component of a successful poster session. Feel free to provide them for attendees; suggestion to bring 50 copies.**