



# DISCOVERY DAY



## GUIDEBOOK TABLE of CONTENTS

OVERVIEW	1
WHAT CAN I PRESENT?	1
ELIGIBILITY	1
SUBMISSION INFORMATION and GUIDELINES	2
Deadline	2
Submission Form	2
USC Faculty/Staff Reviewer	2
Abstract Specifications	2
Abstract Tips and Hints	3
PRESENTATION GUIDELINES and SPECIFICATIONS	3
GUIDELINES: Posters	3
Printing Posters	3
GUIDELINES: Visual Arts	4
GUIDELINES: Oral Presentations	4
GUIDELINES: Creative Presentations	4
PRESENTATION WORKSHOPS	5
General Overview	5
How to Create and Present Your Poster	5
WHAT TO EXPECT AT DISCOVERY DAY	5
Schedule	5
Oral and Creative Presentations	6
Visual Arts and Poster Presentations	6
Reviewing/Judging	6
Review Criteria	7
Closing Ceremony	7
DISCOVERY DAY COMMITTEE MEMBER CONTACTS	7
SAMPLE ABSTRACTS	8
National Fellowships	8
Internships	<b>Error! Bookmark not defined.</b>
Research/Scholarly Activities	9
Humanities	10
Social science	10
Science/Engineering	10
Service-Learning and Community Service	8
Study Abroad	<b>Error! Bookmark not defined.</b>

## OVERVIEW

Discovery Day is an annual event for undergraduates at USC, showcasing students' scholarly pursuits in and beyond the classroom. Students present their experiences or findings from research/scholarly projects, study abroad, internships, service-learning and community service activities, leadership activities, and national fellowship competitions. Students have the opportunity to make poster, oral, creative, or artistic presentations (including theatrical, musical, or creative writing) and visual art displays.

## WHAT CAN I PRESENT?

*(What is an appropriate project or activity to present at Discovery Day?)*

**ANY** activity or experience that enhanced (or IS enhancing) your academic, professional, and/or scholarly pursuits that you would like to share with others may be appropriate for presentation. Some examples include national fellowship competitions, internships, leadership activities, service-learning and community service activities, undergraduate research projects, and study abroad experiences.

The project or activity can be on-going, in progress, or underway. It does not have to be finished to participate in Discovery Day but it must be started.

Activities completed in previous academic years are eligible to be presented at any Discovery Day, up until the academic year in which you graduate. There is no time limit. December graduates are eligible to participate in the following spring's Discovery Day.

The activity does not have to be performed at USC or with a USC faculty or staff supervisor. For example, a USC student can present on a study abroad or research experience that occurred through another program or institution BUT the abstract will need to be reviewed by someone affiliated with that program AND a USC faculty or staff member.

You may also contact a Discovery Day committee member (See page 7) with questions or to verify if your project is appropriate.

## ELIGIBILITY

- Students must be:
  - an undergraduate or December graduate (from the current academic year)
  - from any discipline/major, any academic year, any USC campus
  - NOTE: you do **NOT** have to be a Magellan Scholar or in the Honors College to participate (all students are welcome and encouraged to present)
- The activity/project can be:
  - in-progress OR completed
  - completed in previous years (no time limit to present)
  - performed at a different institution or location (such as summer research programs or study abroad)
- Abstract must be reviewed by a USC faculty or staff member, whose name is listed with the abstract (See USC Faculty/Staff Reviewer below)
- NOTE: For research/scholarly activities, your research mentor **MUST** review your abstract and be listed as the **FIRST** reviewer.

**DEADLINE to participate: 5pm on the Friday before Spring Break**  
**HOW:** submit a description or abstract of your project or activity on-line at  
[http://www.sc.edu/our/discovery\\_online.shtml](http://www.sc.edu/our/discovery_online.shtml) (see page 2 & 7 for details)  
 (Applications may be accepted past this deadline **ONLY IF** space permits)

We expect to accommodate all requests for presentations. However, if space/time should become limited, the Discovery Day event committee reserves the right to limit the number of presentations or offer students the opportunity to present in a different format. If this should occur, students will be notified in early April.

## **SUBMISSION INFORMATION and GUIDELINES**

### ***Deadline***

A USC faculty or staff-approved abstract for EACH presentation/display is required by **5pm on the Friday before Spring Break**. Abstracts received after the deadline but before the end of March may be considered if space allows but may not be posted in the abstract book.

### ***Submission Form***

Abstracts or project/activity descriptions must be submitted using the on-line abstract submission form at [http://www.sc.edu/our/discovery\\_online.shtml](http://www.sc.edu/our/discovery_online.shtml)

### ***USC Faculty/Staff Reviewer***

A USC faculty or staff member must review your abstract or project description. This person should help you revise and focus your abstract, helping you make it as good as possible. Generally, this will be the person who supervised your activity or project. If you did not have a faculty or staff member supervisor, you can ask your academic advisor, one of your professors, a staff member (ex. the writing center), or contact one of the Discovery Day committee members for a suggestion (See page 7).

For RESEARCH, your research mentor must review your abstract and be listed FIRST on the abstract submission form. Please feel free to include all others who are co-authors on your project. This may include secondary mentors, graduate students, and/or post-docs.

### ***Abstract Specifications***

Titles may not exceed 100 characters and the abstract may not exceed 250 words. If your title or abstract are too long, you will be given ONE chance to revise – if you choose not to do this in the timeframe given, they will be cut for you!

The abstract is a very brief overview of your ENTIRE activity, project, or experience. It is important to be descriptive but concise--say only what is essential, using no more words than necessary to convey meaning. The abstract should briefly state the following (not all of the following may be appropriate for every project/activity, only address those meaningful to your experience):

- WHAT you did, background, introduction to project/activity so reader knows what to expect
- WHY you did it or the purpose of the project/activity
- HOW you did it or how the question or problem was studied, methods
- WHAT you discovered or learned or the principal findings, results
- WHAT it means or the impact on you, USC, community, etc. or discussion and conclusion

## Abstract Tips and Hints

<http://owl.english.purdue.edu/owl/resource/656/1/>

<http://www.ece.cmu.edu/~koopman/essays/abstract.html>

<http://leo.stcloudstate.edu/bizwrite/abstracts.html>

See examples of abstracts on page 8.

## PRESENTATION GUIDELINES and SPECIFICATIONS

### GUIDELINES: Posters

Presenters must be present to display their work.

Posters must be no larger than 3-4 ft high by x 3.5 ft wide [48in (H) x42in (W)]. This is NOT a misprint. Your poster can be taller than it is wide. The display boards are ~7.5 ft wide, so two 4ft wide posters will not fit. If your poster is wider than 3.5 ft – bring rulers or cardboard and tape to attach to the side of the display board to prevent the poster from curling around the side of the board. You will NOT be allowed to have more than half the display board!

Posters must be attachable by pins to the available standing poster boards. Four pins will be provided per poster.

**NOTE:** If you require a table, etc. – this must be stated when submitting your abstract.  
Electricity is NOT available.

### Printing Posters

To MINIMIZE problems and REDUCE costs:

- 1) Plan AHEAD: It is very likely that FedEx will be the only option available (and that's only a MAYBE) for printing less than 24 hours before Discovery Day. It is ESSENTIAL that you allow sufficient time for printing your poster as this can take a long time (~1.5 hours for 1 poster) and there could be other projects ahead of yours or if errors occur during printing (which happens often – voice of experience)!
- 2) Check printing options FIRST to determine the best/CHEAPEST size BEFORE creating your poster (CAS and SoM have size limits)
- 3) Ask about printing on heavy weight bond paper or vinyl instead of glossy, coated photo paper. These options may be cheaper.

For ALL campuses:

- USC Printing Services 1600 Hampton Street, Columbia:  
Contact Tricia Petty (she's GREAT!) at 803-777-4194 or [tricia@printing.sc.edu](mailto:tricia@printing.sc.edu).  
Costs: Vinyl \$4/sqft and Photopaper \$7/sqft Coupons may be available, check OUR twitter/Facebook! <http://printing.sc.edu/>

#### In COLUMBIA:

- USC Printing Services 1600 Hampton Street: Contact Tricia Petty (she's GREAT!) at 803-777-4194 or [tricia@printing.sc.edu](mailto:tricia@printing.sc.edu). Vinyl \$4/sqft and Photopaper \$7/sqft Coupons may be available! <http://printing.sc.edu/>
- CAS computing center lower level of Gambrell Hall: You MUST call 777-7840 before printing. Their pricing: ≥\$4.00/square foot. NOTE: payment info AND one side must be less than 41.5". More info: <http://artsandsciences.sc.edu/technology/computingcenter>
- School of Medicine Instrumentation Resource Facility (Building 1 Room B60): You MUST use the online booking website BEFORE going in to print: <http://dba.med.sc.edu/price/room/login.asp>. Contact Anna McNeal Harper in the Instrumentation Resource Facility (803-216-3858 or [amharper@sc.edu](mailto:amharper@sc.edu)) with questions. (Prices may have changed.) **NOTE: Charges are per INCH**
  - Poster Prints - Paper/inch \$1.00
  - Poster Prints - Fabric/inch \$1.25
- Marine Science research mentor? Ask the department
- Engineering and Computing? Ask CEC student services or the computing center
- [FedEx](#) also offers poster printing but the cost is generally much higher.

#### For AIKEN:

There are three poster printers on campus available for students - ask your mentor which to use:

- Biology/Geology department: Students mentored by Bio/Geo faculty print for free, others \$25 per poster
- Instructional Services department: \$35/poster
- USCA Operations: \$25/poster

#### For UPSTATE:

Printing options have become complicated, please PLAN AHEAD. It may take days! Contact Adrian Hayes ([AHAYES@USCUPSTATE.EDU](mailto:AHAYES@USCUPSTATE.EDU)) for options.

### **GUIDELINES: Visual Arts**

Visual art presentations may be done in drawing, painting, printmaking, photography, sculpture, ceramics, mixed media or ASK, we will try to accommodate your needs. Please indicate your display needs on your abstract submission form (there are no "standard" items provided). Students must be present while the work is displayed.

### **GUIDELINES: Oral Presentations**

You are allotted 10 minutes for your presentation, followed by a 5-minute question and answer period. This schedule will be strictly enforced. Oral presentation rooms will be equipped standard with a laptop\*, projector, and screen (wall). Any other audio/visual needs must be submitted with your abstract. Items that must be requested include sound, internet, etc. *\*Please note that ONLY PCs are available and only standard software (such as powerpoint).*

### **GUIDELINES: Creative Presentations**

Creative presentations may be musical, theatrical, dance, video, film, or presentations of creative writing (if other not listed here, please contact [our@sc.edu](mailto:our@sc.edu) or 777-1141). You are allotted 10 minutes for your presentation (which must include a discussion of your activity as well as the "presentation" itself), followed by a 5-minute question and answer period. This schedule will be strictly enforced. Please list ALL equipment needs (laptop, projector, chairs, musical stands, tables, electricity, piano,

etc.) on your abstract submission form (there are no “standard” items provided). **NOTE: a limited number of presentations may exceed the 10 minute allotment but must be requested by contacting [our@sc.edu](mailto:our@sc.edu) PRIOR to the Spring break deadline.**

## PRESENTATION WORKSHOPS

These are not mandatory, but all presenting students are encouraged to attend one if you have never been to a national meeting or conference before. Feel free to stay for only part of the session.

- Workshop location, date, and time: posted on [www.sc.edu/our](http://www.sc.edu/our) calendar on homepage – generally end of March or early April

### General Overview

The first half of this workshop lasts 15-20 minutes depending on questions and will cover what to expect at Discovery Day and techniques for discussing your project in a symposium setting (focus on posters and displays).

### How to Create and Present Your Poster

The second half of this session lasts ~30 minutes and includes guidelines and recommendations for putting together a poster, a look at past Discovery Day posters, a discussion on presenting the poster, general tips and hints, and an overview of the judging process.

For more information on how to create posters: <http://www.sc.edu/our/discovery.shtml> under the option “How to tips: Abstracts, Posters, Oral presentations”

## WHAT TO EXPECT AT DISCOVERY DAY

### Schedule

Below is the typical schedule for Discovery Day. Please note that the final schedule may vary. You will receive the final schedule by email prior to the event and it will be posted to the website. All events take place in the Russell House (RH); Columbia campus.

#### REGISTRATION

8:15 am-2:30 pm	Registration for participants, judges, volunteers	Russell House 2nd floor lobby
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#### POSTERS

9:00 am-10:30 am	Poster Session - Morning	Russell House Ballroom
11:30 am-1:00 pm	Poster Session - Mid-day	Russell House Ballroom
2:00 pm-3:30 pm	Poster Session - Afternoon	Russell House Ballroom

#### ORAL & CREATIVE PRESENTATIONS

9:00 am-11:00 am	Oral & Creative Presentations Session - Morning	Russell House – rooms vary
11:30 am-1:30 pm	Oral & Creative Presentations Session - Mid-day	Russell House – rooms vary
2:00 pm-3:30 pm	Oral & Creative Presentations Session - Afternoon	Russell House – rooms vary

#### RECEPTION & AWARDS

3:30 pm-4:30 pm	Celebration & Reception	Russell House Ballroom
4:30 pm-5:30 pm	Awards & Recognition Ceremony	Russell House Theatre

Discovery Day is open to the public – please invite anyone (and everyone) including faculty, staff, family, and friends.

### **Oral and Creative Presentations**

- Check in at the registration table in the RH Lobby-2<sup>nd</sup> floor for your nametag
- *You MUST go to registration to receive credit for Graduation with Leadership Distinction!*
- Each presentation is 10 min with an additional 5 min for Q&A.
- For courtesy sake, you are expected to attend all presentations in your section. If you absolutely must leave for class, etc., please do so unobtrusively (i.e. between presentations).
- Equipment:
  - ORAL presentations: rooms will be provided with a computer, projector, and screen (wall). If you need anything else you must indicate this with your abstract submission. Sound and internet is not available unless requested with abstract submission
  - CREATIVE presentations: rooms will be provided with a computer, projector, and screen. All other equipment including sound and internet must be submitted with the abstract (e.g. music stands, chairs, tables, etc.)
- You are invited to attend the other sessions throughout the day including the reception and awards ceremony.

### **Visual Arts and Poster Presentations**

- Check in at the registration table in the RH Lobby-2<sup>nd</sup> floor for your nametag
- *You MUST go to registration to receive credit for Graduation with Leadership Distinction!*
- Just inside the Ballroom is “Information point.” A team of volunteers will assist you in locating your poster or display area. All you need to know is your last name.
- Posters will be attached to free-standing display boards, two posters per side - arranged in categories. The arrangement of displays will be dependent on entries.
- Four T-pins will be provided for attaching posters to displays. These will be found at the bottom outside corner of the board. If you require more than 4, you will need to bring your own.
- Each poster/display will be assigned a number. Do NOT cover your number.
- Your poster or display must be set by the session start time (9am for morning; 1pm for afternoon). You are expected to be available to present your poster during the entire session (9-11 or 1-3). If you will be absent for a portion (such as for class), you must put a note to this effect on your poster/display.
- Equipment requests, such as a table, etc., must be made on the abstract submission form. NO new requests will be accommodated on Discovery Day. Electricity is not available.
- You are invited to attend the other sessions throughout the day, the reception at 3pm, and the awards ceremony at 3:30.

### **Reviewing/Judging**

ONLY students who have requested to be reviewed on the abstract submission form will be judged and eligible for an award. The reviewers are faculty, staff, and graduate students of the university. The reviewers will likely not be experts in your particular research topic. Keep in mind: you are just as important (if not more so) than your poster, display, powerpoint, etc. – this means that your

communication skills (ability to get your point across, answer questions, and general enthusiasm) are very important!! There will be 1-2 winners per section/category depending on the number of presentations in your section/category.

NOTE: ALL GLD presentations will be evaluated on an individual, personal basis as part of the GLD requirement. However, only those requesting a formal review through the abstract system will be competitively reviewed and thus eligible for an award.

### **Review Criteria**

Presentations will be reviewed based upon:

- Overall organization of presentation, including neatness/appearance of materials, if applicable
- Clarity of presentation, both from the presenter discussing the project and the poster, display, or powerpoint (if applicable)
- Clarity of abstract and how well it reflects/matches the content of the presentation
- Subject matter: knowledge of topic/activity, understandability and logical presentation
- Novelty, originality, relevance, significance, and/or impact of project
- How effectively student presents, discusses project, and answers questions
- Explanation of how the activity or beyond the classroom experience connects with academics, future goals, and general broad concepts

### **Closing Ceremony**

Winners are announced at the Closing Ceremony at the end of the day. You do not need to be present to win but it is encouraged. Award certificates will not be given out at Discovery Day. The winners receive a letter of congratulations with information on how to obtain your certificate. There is no money associated with this award.

## **DISCOVERY DAY CONTACTS**

- |  |   |    |  |
|--|---|----|--|
| ➤ Graduation with Leadership Distinction | Lisa Camp<br><a href="mailto:camp1@mailbox.sc.edu">camp1@mailbox.sc.edu</a><br>803-777-6680         | OR | Theresa Harrison<br><a href="mailto:harri642@mailbox.sc.edu">harri642@mailbox.sc.edu</a><br>803-777-3272 |
| ➤ Community Service                      | Kelly Wuest<br><a href="mailto:kwuest@sc.edu">kwuest@sc.edu</a><br>803-777-7130                     |    |  |
| ➤ Internships/Career explorations        | Aimee' Carter<br><a href="mailto:cartera@mailbox.sc.edu">cartera@mailbox.sc.edu</a><br>803-777-4466 |    |  |
| ➤ Leadership                             | Kelly Wuest<br><a href="mailto:kwuest@sc.edu">kwuest@sc.edu</a><br>803-777-7130                     |    |  |



- |   |   |    |  |
|---|---|----|--|
| ➤ National Fellowships                    | Jan Smoak<br><a href="mailto:jansmoak@sc.edu">jansmoak@sc.edu</a><br>803-777-0958                                 | OR | Jen Bess<br><a href="mailto:bessj@mailbox.sc.edu">bessj@mailbox.sc.edu</a><br>803-777-0958 |
| ➤ Research/Scholarly projects             | Julie Morris<br><a href="mailto:our@sc.edu">our@sc.edu</a><br>803-777-1141  | OR | Asheley Schryer<br><a href="mailto:our@sc.edu">our@sc.edu</a><br>803-777-1141              |
| ➤ Service-Learning                        | Jabari Bodrick<br><a href="mailto:jbodrick@sc.edu">jbodrick@sc.edu</a><br>803-777-6336                            |    |  |
| ➤ Study Abroad                            | Magdalena Grudzinski-Hall<br><a href="mailto:GRUDZINM@mailbox.sc.edu">GRUDZINM@mailbox.sc.edu</a><br>803-777-7557 |    |  |
| ➤ Other or unsure where you fit? Contact: | Julie Morris<br><a href="mailto:our@sc.edu">our@sc.edu</a><br>803-777-1141  |    |  |

## SAMPLE ABSTRACTS

Many more examples in the abstract books from previous Discovery Days at <http://www.sc.edu/our/pastdiscovery.shtml>

### ***Global Learning***

During spring semester, I studied abroad on exchange at the Otto-Friedrich-University in Bamberg, Germany. I had studied German for five years in high school and two years in college, and I wanted to study in Germany in order to achieve the academic, professional and personal goals I had set for myself. I was a German major and wanted to achieve fluency in my language skills. Bamberg also offers a wider variety of classes on German topics than any American university could, and these classes would supplement my coursework at USC. As a future German teacher, I wanted to get to know the country and its culture better by travelling as much as possible, in order to enhance my future lessons with cultural knowledge and first-hand experiences. The experience was personally significant because, at the age of 20, I had never left the country and knew that I could not grow without distancing myself from all that was familiar to me. The five months I spent there were a period of growth, exploration, and understanding. My German has improved significantly and I am able to function at a much more advanced linguistic level than before my experience. I met many Germans and travelled to every region of Germany, visiting large cities and small towns, and I feel competent in my ability to convey knowledge of the culture to future students. I also feel that I know myself much better than before the experience: my limits but also my capabilities.

### ***Community Service***

A local town has decided to replace the community's water supply. This decision was driven by problems related to the quality and quantity of the current water supply. As a class we were asked to research and develop three proposals about what to do with the old reservoir – taking into account voices and thoughts from community members. Additional information from engineers and scientists about the nature of the dam's structural problems and the cost of repair would also be incorporated into our final recommendations. Through various methods of research and interviews (community round tables, public meetings, and interviews with community members, engineers, and scientists) we

constructed three different proposals that included research on the economic, environmental, and community impact. Our final recommendations included: complete repair of the dam, creation of a lakeside park, and drainage of the reservoir and construction of a shopping mall. We learned a great deal about the complexities and importance of working together (different perspectives and skills) in conjunction with the community members to create something that was useful to the community. This project had a significant impact on the way each of us in the class view what it means to be an active participant in our own communities. The impact this project had on our class was invaluable – hands on experience while finding solutions to a real community problem.

### ***National Fellowships***

As an Anthropology major with plans to become a doctor treating Hispanic patients, I applied for a Rotary Academic-Year Ambassadorial Scholarship to the Universidad de Guadalajara. The goals of Rotary International are ones that are congruent with my own professional aspirations, and their international service projects appeal to my interest in public health. Because the scholarship is ambassadorial in nature, the experience will increase my adaptability, ability to establish rapport, and overall confidence working with people, translatable to my career in medicine. The scholarship would enable me to spend a year studying Spanish to work toward fluency. Using the Office of Fellowships and Scholar Programs, and later, my sponsoring Rotary Club (Forest Acres), I was able to submit a completed application and interviewed for the scholarship at the district level. In order to submit the application, several reviews and revisions of my essays were completed, as well as preparation for the August interview. The process of applying for the Rotary helped me learn more about my proposed country of study, but it also helped refine my perspectives and views of my own career plans. I was able to sharpen both my oral and written communication skills, and my mock interview prepared me for the district interview.

### ***Professional and Civic Engagement***

#### INTERNSHIP

During the summer, I worked with the United States Department of State in the Bureau of International Information Programs (IIP). The IIP uses a multimedia approach to engage international audiences on important foreign policy issues and explain the core values that underlie U.S. policies. IIP communicates with foreign opinion makers and web-savvy audiences through a wide range of print and electronic outreach materials published in English, Arabic, Chinese, French, Persian, Russian and Spanish. As a journalism major at the University of South Carolina, my internship provided me with first-hand experience in online journalism. I had the opportunity to research topics, interview notable figures, and generate and publish materials for the [www.America.gov](http://www.America.gov) web site. The site covers a broad array of topics including economics, security issues, democracy, human rights, U.S. politics, arts, sports, global health, space exploration and the environment. Specifically, I wrote several short articles about the 2008 Summer Olympics in Beijing, China. I also had the opportunity to attend the Democratic Convention in Denver and write a blog about my experience. Participating in this internship reaffirmed my decision to pursue journalism as a career and expanded my computer skills. Through this experience I hope to pursue an internship with a foreign newspaper next summer.

#### STUDENT ORGANIZATION

Greek organizations play a major part in promoting academic success, cultivating personal growth, developing lasting friendships, pursuing philanthropic causes and fostering leadership. My most significant contribution to the University of South Carolina has been my commitment to improving the Greek life experience at the University. Becoming a member of Lambda Chi Alpha fraternity has greatly enhanced my college experience by allowing me to strive for academic excellence, grow socially and

develop my leadership skills. These were all unexpected benefits. Through the experience of serving as president and leading the efforts to successfully rebuild our chapter, I learned to think critically to solve complex problems, interact with a diverse group of people, and communicate effectively. My presentation will discuss the insights I gained about my leadership abilities as well as the positive impact Greek life has had on my college experience and shaping me as an individual.

## ***Research/Scholarly Activities***

### HUMANITIES

The pattern of social shifts and psychological stresses that make up modernity drew from early 20th-century writers the formal responses we know as Modernism. As these literary experiments indicate, modernity itself demanded new modes of perception and representation, and thus perhaps not surprisingly, esotericism often played a central role in Modernist works. Esotericism was especially important to the writings of those Modernist women writers who were exploring outlets for gender and spirituality that orthodox religion rejected. For my senior thesis, I am researching the place of esotericism in the works of the imagist expatriate poet H.D. (Hilda Doolittle), the newly “rediscovered” novelist Mary Butts and the popular writer and occult leader Dion Fortune (Violet Firth). By studying the archives of Mary Butts and H.D. at the Beinecke library, and Dion Fortunes little known *The Magical Battle of Britain* along with these writers' better known works, I have gained a more thorough understanding of esotericism's role within these writers' works and have created a foundation for further research at the graduate level. My research reveals that these writers used existing symbol systems to create imaginary structures attuned to the female psyche. Furthermore, the wars were a central catalyst to these writers' creations, affirming the impact of the wars on the female imagination.

### SOCIAL SCIENCE

Post-Traumatic Stress Disorder (PTSD) affects nearly 1.5 million female survivors of sexual trauma in the United States. Resulting from the psychobiological changes many women undergo after experiencing a sexual assault, PTSD is often characterized by dissociation, chronic muscle tension due to high levels of generalized and trauma-related anxiety and negative body image precipitating harmful health behaviors and poor health outcomes. The purpose of this study is to review current literature to determine the potential benefits of incorporating a structured Pilates-style exercise program within traditional therapies for PTSD. During the first phase, we examine the emotional, cognitive and physical symptoms of patients with post-traumatic stress disorder due to sexual assault and abuse. The second phase reviews current treatment models - traditional and alternative - to determine their efficacy in treating the wide-range of somatic PTSD symptoms. Finally, the study compares the therapeutic needs of PTSD patients with the espoused benefits of Pilates to determine the potential efficacy of incorporating a structured Pilates program into current treatment models. Due to its focus on mind-body awareness and stress reduction, Pilates appears to complement current treatment models for post-traumatic stress disorder, while also providing an additional method for managing the physical symptoms of PTSD. A preliminary review of the current literature suggests that adding Pilates as an adjunct treatment may help patients achieve desired states of relaxation, attune to internal sensations, and improve body image and overall physical health.

### SCIENCE/ENGINEERING

Cerebral amyloid angiopathy (CAA), a cerebrovascular deposition of the amyloid- $\beta$  ( $A\beta$ ) protein, is a well-known cause of hemorrhagic stroke. Altered  $A\beta$  transport may be responsible for vascular  $A\beta$  accumulation. However, it remains unclear how the transport of  $A\beta$  from the brain to the vasculature is impeded, facilitating  $A\beta$  accumulation. If the transport of  $A\beta$  monomer is reduced, an accumulation of

soluble protein could occur, but more importantly, reduction in the transport of soluble aggregates could leave behind seeds that would dramatically accelerate amyloid formation that leads to deposition. P-glycoprotein (Pgp), an ATPase transporter, interacts with amphipathic molecules and regulates their removal from the brain. It was hypothesized that Pgp is involved in the transport of A $\beta$  soluble aggregates through the BBB. A $\beta$  assembly state(s) transported from the basolateral to the apical side of confluent monolayers of human brain microvascular endothelial cells were compared using endothelial permeability coefficients (Pe). Both A $\beta$  monomer and A $\beta$  aggregates were transported across monolayers. In addition, A $\beta$  assembly state(s) that interact with Pgp were identified using an in vitro assay that measures ATPase activity of Pgp. These results revealed that Pgp preferentially binds soluble A $\beta$  aggregates, but not monomer of fibril. Together, these findings suggest a role for Pgp in transporting soluble A $\beta$  aggregates across the BBB.