From the SOT Education Committee

What are you doing to educate and inspire the next generation of toxicologists?

Submit an education abstract to the 2015 Annual Meeting

The pipeline of toxicology education moves from K-12 → undergraduate → graduate → postgraduate → continuing/professional education. As practitioners we all learn from each other and adopt and evolve initiatives that help inform and improve our own practice. Tell us what you are doing and how it is working. Topic areas of interest are outlined below:

| K-12          | → Best Practices in Toxicology Outreach  
|               | → Innovative Models in Developing Partnerships with K-12  
|               | → Models for High School Summer STEM Research Programs |
| Undergraduate | → Models for Undergraduate and Graduate Toxicology Degree Programs  
|               | → Models and Best Practices in Internship Programs  
|               | → Summer Toxicology Research Experience for Undergraduate (REU) Programs  
|               | → Innovations in STEM/Toxicology Laboratory Course Development  
|               | → Best Practices in Undergraduate Research  
| Graduate      | → Innovations in STEM/Toxicology Course Development  
|               | → Methods and Instruments for Program Assessment and Evaluation  
|               | → Innovations in Course Delivery and Content Engagement  
|               | → Best Practices in Graduate Mentorship Training  
|               | → Models of Career Development Training Programs  
| Post-Graduate | → Innovations in Post-Graduate Professional Development  
|               | → Best Practices in Post-Graduate Mentorship Training  
|               | → Best Practices in Networking Training  |
From the SOT Abstract Directions


In the case of studies that do not describe laboratory or field experiments, such as reports on educational, ethics, legal, or social initiatives, all the guidelines above apply with the following modifications:

- Instead of experimental procedures, the research or assessment approach should be briefly described;
- Instead of resultant data, the study’s results or findings should be summarized explicitly; and
- These abstracts must clearly articulate the implications for stakeholders.

Abstracts describing new initiatives or science policy in the regulatory community must clearly describe the impact on practice of toxicology and/or risk assessment.

Care should be taken to clearly distinguish between statements based on documented facts vs. opinions. Literature surveys or reviews and background materials are insufficient in and of themselves.

Guidelines in writing and effective education abstract

- What is the activity and its connection to toxicology?
- How does the activity inform, or how is the activity informed by literature or national calls to action (ex. PCAST reports, NRC, HHMI, NSF, SO, etc.)
- Who is the population being served?
- What are the learning outcomes/objectives for the activity?
- What are the details of the activity that can inform other practitioners.
- How has the effectiveness of the activity been evaluated?

**Help with your submission**

The SOT Education Committee and Subcommittees highly encourage your participation in the Education Poster session. If you are already a first author on a research poster, consider including a graduate student or colleague on the development of the Education Poster. For more information or help developing the abstract or comments on the abstract prior to submission to the SOT portal, contact any of the people below.

- Undergraduate Subcommittee—Demi Cheng (shcheng@jjay.cuny.edu) and Mindy Reynolds (mreynolds2@washcoll.edu)
- K-12 Subcommittee—Marie Bourgeois (mbourgeo@health.usf.edu)
- Education Committee—RS Pollenz (pollenz@usf.edu)