



Bases Presentación Posters Interesantes

Bases del concurso:

La presentación de un póster al concurso implica la aceptación de las bases por el participante.

Casos a presentar:

Casos clínicos / serie de casos / estudios de investigación de interés en Dermatología Médica – Quirúrgica.

¿Quién puede participar?

Podrán optar al mismo los médicos en vías de especialización en Dermatología Médico - Quirúrgica en una unidad docente acreditada.

Normas de presentación:

Debe enviarse un resumen estructurado el cual debe de contener:

1. Título
2. Autores
3. Resumen (opcional)
4. Introducción (justificación, epidemiología, relevancia del caso)
5. Metodología
6. Resultados
7. Discusión del caso (importancia del caso, motivo de presentación, particularidad del caso que lo hace interesante, breve revisión de la literatura de aspectos sobresalientes del caso)
8. Bibliografía

Notas:

Se sugiere el uso de código QR para la elaboración del póster (se adjuntan fotografías como ejemplo) cualquier duda favor comunicarse con la Dra. Andrea Moreno.

El **tamaño sugerido del póster es de 1.20 m * 0.9 m de ancho** en orientación horizontal con proporción armónica entre textos e imágenes. El **tamaño de la letra será de 18 puntos** siendo las sugerencias de estas: **Times, Times Roman, Garamon o Calibri.**

El resumen deberá ser elaborado en formato Word y debe ser enviado a la dirección electrónica: congresoderma2025@gmail.com **antes del 31 de julio del 2025.**

Todos los posters entran a concurso dentro del Congreso los cuales serán evaluados mediante el jurado calificador que estará designado por el Comité Organizador.

El autor es el responsable de la originalidad del trabajo presentado y de todo su contenido (texto e imágenes). El autor debe por tanto asegurar que todo el material aportado dispone de las autorizaciones pertinentes para su uso.

Ante cualquier duda comunicarse al correo antes mencionado.

Non-Cognitive Predictors of Student Success: A Predictive Validity Comparison Between Domestic and International Students

David Smith, Dr. Tracy Schofield,
Dr. Antonio Serna, Sara Cho, Jenn Muller,
Dr. Emily Williams

INTRO

- Increasing interest in utilizing non-cognitive predictors in the college admissions process
- Rising enrollment of international students

METHODS

- We compare the predictive validity of these measures across domestic and international students.
- Results indicate some predictive validity differences do exist and an explanation for this differential validity, as well as a moderator of these relationships, are tested.

RESULTS

- Consistent differential validity for some non-cognitive measures for international students, specifically for LIT, Continuous Learning, Social Responsibility, and Perseverance.
- Differential validity for international students does not seem to be the result of functioning as a proxy for English language ability.
- Cultural distance does not seem to moderate validity of non-cognitive

DISCUSSION

- Non-cognitive abilities may be useful in predicting international student performance, but differential validity may be unclear.
- Negative, non-significant relationship between cultural distance via GLOBE scores and perceived cultural distance warrants caution in generalizing country-level scores to individuals.
- More research is warranted to explore differential validity for international students.



For international students perseverance and a sense of social responsibility are extra important for predicting first-year GPA.



Variable	Domestic	International
ACT	28.5	28.5
GPA	3.5	3.5
Perseverance	0.5	0.5
Social Responsibility	0.5	0.5
Continuous Learning	0.5	0.5
LIT	0.5	0.5
English Language Proficiency	0.5	0.5
First-Year GPA	3.5	3.5

Variable	Domestic	International
Perseverance	0.5	0.5
Social Responsibility	0.5	0.5
Continuous Learning	0.5	0.5
LIT	0.5	0.5
English Language Proficiency	0.5	0.5
First-Year GPA	3.5	3.5

Notes:

- 1. The dependent variable is First-Year GPA.
- 2. The independent variables are Perseverance, Social Responsibility, Continuous Learning, LIT, and English Language Proficiency.
- 3. The control variable is ACT score.
- 4. The interaction term is the product of the independent variable and the control variable.

What does "work meaningfulness" mean?

J. Mike A. Morrison, Ross L. Miller,
Richard P. Smith

INTRO

- This paper: Presents a unifying definition of work meaningfulness.
- Examines interest in work meaningfulness.
- 30 different definitions of the term "work meaningfulness"

Problems with existing definitions...

- Too narrow** e.g., "finding a purpose or sense that is greater than the intrinsic outcomes of the work"
- Too broad** e.g., "amount of significance people perceive in their work"
- Only cognitive** e.g., "an employee's perception that he or she is able to understand the complete system of goals in the organization and its relationship to higher-order work"
- Only experiential** e.g., "a feeling that one is receiving a return on investments of work and in a currency of physical, cognitive, or emotional energy"

What makes a good definition?

- Comprehensive:** Should encompass any experience of meaningfulness.
- Pragmatic:** Distinct from other constructs (significance, importance, or significance)
- Empirical Expectation:** Can capture the global evaluation of work as meaningful, as well as the necessary experiencing of that work as meaningful.
- Affected by meaning:** Should allow for work that can be done without, not just "meaningful" or "not meaningful"
- Theoretically grounded:** Based on established cognitive mechanisms through which people connect their work to "why"

OUR DEFINITION HAS TWO PARTS

- Part 1 (Cognitive):** Continual of your work as connected to higher-order goals, values, or needs.
- Part 2 (Experiential):** Experiencing a sense of interconnectedness between a work-related work, object, or person for higher-order needs, values, and goals.



Work meaningfulness is... Experiencing a sense of **connectedness** between parts of your work and your deepest values and goals.



Our conceptualization seeks to...

- Emphasize the importance of connecting affect and cognition to higher-order values, goals, and needs.
- Offer a broader, more theoretically robust conceptualization of "purpose"
- Argue that "significance" has not been sufficiently differentiated from the other dimensions theoretically.
- Illustrate the importance of affect in the experience of meaningfulness.