

## 1. PANDUAN PENYEDIAAN ABSTRAK

- ❖ Abstrak perlulah dalam bentuk format fail *MS Word* (97-2003 ke atas).
- ❖ Bilangan patah perkataan adalah di antara 150-250 patah perkataan tidak termasuk tajuk, penulis, dan institusi.
- ❖ Abstrak dalam Bahasa Melayu atau Bahasa Inggeris sahaja, dan tidak pernah diterbitkan.
- ❖ Sertakan sekurang-kurangnya tiga kata kunci.
- ❖ Saiz tulisan 11, jenis tulisan *Times New Roman*, biasa, baris tunggal tanpa format.
- ❖ Margin: 2.54 cm dari atas, bawah dan tepi.
- ❖ Kertas kerja lengkap hendaklah menyentuh isu-isu yang berkaitan sub-tema simposium.
- ❖ Sebarang penyertaan yang tidak memenuhi kriteria seperti yang dinyatakan di atas tidak akan diterima.
- ❖ Contoh abstrak seperti di **Lampiran 1A**.

\* Salinan soft copy abstrak perlu dihantar ke emel pihak penganjur di [spksi2017@ums.edu.my](mailto:spksi2017@ums.edu.my) selewat-lewatnya pada **1 Mac 2017 (Rabu)**. Maklumat lanjut boleh didapati di laman sesawang <http://conferences.cseap.edu.my/spksi2017/>

### *Lampiran 1A*

#### **TAJUK ABSTRAK MENGGUNAKAN TULISAN TIMES NEW ROMAN BERSAIZ 11: SEMUA DALAM HURUF BESAR**

**Nama Penulis Pertama, Kedua dan Ketiga Sekiranya Dari Institusi yang Sama  
Nama Institusi Penulis Pertama Kedua dan Ketiga**

**Nama Penulis Kedua Sekiranya Berbeza Institusi  
Nama Institusi Penulis Kedua**

**Nama Penulis Ketiga Sekiranya Berbeza Institusi  
Nama Institusi Penulis Ketiga**

#### **Abstrak**

Abstrak perlulah dalam bentuk *MS Word* (97-2003 ke atas). Bilangan patah perkataan di antara 150-250 patah perkataan tidak termasuk tajuk, penulis, dan institusi. Abstrak dalam Bahasa Melayu atau Bahasa Inggeris sahaja, dan tidak pernah diterbitkan. Sertakan sekurang-kurangnya tiga kata kunci. Saiz tulisan 11, jenis tulisan *Times New Roman*, biasa, baris tunggal tanpa format. Margin: 2.54 cm dari atas, bawah dan tepi. Kertas kerja lengkap hendaklah menyentuh isu-isu yang berkaitan sub-tema simposium. Sebarang penyertaan yang tidak memenuhi kriteria yang dinyatakan di atas tidak akan diterima.

**Kata Kunci:** *Minimum, Tiga Kata Kunci*

## 2. PANDUAN PENULISAN KERTAS KERJA

### a. Format Kertas Kerja (*Concept Paper*)

- ❖ Kertas kerja hendaklah ditulis dalam bentuk *MS Word* (97-2003 ke atas).
- ❖ Kertas kerja ditulis dalam Bahasa Melayu atau Bahasa Inggeris, dan tidak pernah diterbitkan.
- ❖ Saiz tulisan 11, jenis tulisan *Times New Roman*, biasa, baris tunggal tanpa format.
- ❖ Kertas kerja hendaklah ditulis dalam 6-8 muka surat sahaja termasuk rujukan.
- ❖ Margin: 2.54 cm dari atas, bawah dan tepi.
- ❖ Tidak perlu ada nombor muka surat, *header*, *footer* dan *footnote*.
- ❖ Sila guna gaya/format APA termasuk untuk format jadual, rajah dan rujukan.
- ❖ Kertas kerja hendaklah menyentuh isu-isu yang berkaitan sub-tema simposium.
- ❖ Sebarang penyertaan yang tidak memenuhi kriteria seperti yang dinyatakan di atas tidak akan diterima.
- ❖ Contoh kertas kerja (*concept paper*) penuh seperti di **Lampiran 1B**.

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*Lampiran 1B*

## HEALTH RELATED QUALITY OF LIFE AS AN OUTCOME MEASURE FOR AUTISM INTERVENTION

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### Abstract

Autism is a neurodevelopmental disorder affecting communication, socialization, and behavior. There are many interventions for children with autism, such as behavior management, communication intervention, diet modification and sensory integration. While some clinical interventions are empirically based, many are not evidence based. It is difficult to compare and evaluate treatment efficacy as different treatments have varying outcome measures. The objective of this paper is to propose the use of Health Related Quality of Life (HRQOL) as an outcome measure for autism intervention. The paper outlines the relationship between autism and HRQOL, autism intervention and outcome measures, and why the use of HRQOL is an ideal outcome measure for any autism intervention.

*Keywords: HRQOL, autism, outcome measure*

### INTRODUCTION

Autism is a pervasive neurodevelopmental disorder (Volkmar, Rogers, Paul & Pelphrey, 2014). It affects many areas of a child's life, from the fundamentals of childhood such as play and learning, to the core of life, such as socializing, and understanding others and being understood. In some cases, it affects

behavior, attention, and results in a multitude of socially unacceptable characteristics. (Lai, Lombardo & Baron-Cohen, 2014)...

## **The Concepts of HRQOL and Autism Intervention**

This section will explain the concepts of HRQOL and autism intervention, as well as how and why these two concepts come together.

### **1. HRQOL**

Health-related quality of life (HRQOL) is the perception of the impact an illness/injury, medical treatment and/or health care policy has on one's life (Spieth & Harris, 1996). HRQOL, although specifically measuring health issues, is still multidimensional and includes physical, emotional, and social functioning. (Varni, Burwinkle, Seid & Skarr, 2003). Where Quality of Life is broad and general in nature, covering a wide range of a person's life, HRQOL is more focused, and deals mainly with factors that are related to their health, interventions, health care providers & the health care system they are in (Wilson & Cleary, 1995)...

### **2. Autism**

#### ***History of Autism***

Autism was first discovered by Kanner in 1943, and in 1944, a form of high functioning autism was identified by Asperger. When Kanner (1943) first described autism, he was only describing a small group of children, mostly his patients, who had somewhat similar characteristics. While this first group of children identified with autism was similar to each other, their characteristics were starkly different from other typically different children. These children, although having high intelligence, had a strong preference for being alone and always insisted on keeping everything the same, which Kanner described as an "obsessive insistence on the preservation of sameness."...

#### ***Prevalence of Autism***

The prevalence of ASD in Malaysia is approximately 1.6 in 1,000. (Family Health Division. Ministry of Health Malaysia, 2006). In the USA, the overall prevalence of ASD is 14.7 per 1,000 (one in 68) children aged 8 years old. (Developmental Disabilities Monitoring Network Surveillance Year 2010 Principal Investigators; Centers for Disease Control and Prevention, CDC 2014). The prevalence of ASD has increased markedly over the past two decades, rising from 2 per 10,000 in 1990 to between 1 in 50 and 1 in 88 children (Blumberg, et al., 2013; Centers for Disease Control and Prevention, 2012).

The actual number of children with autism may vary, due to the different diagnostic criteria and referral policies at various healthcare centres. The fact remains however, that autism is a serious developmental disorder, and its impact to those affected is beyond statistics, affecting social interactions, school performance, and even family functioning...

#### ***Characteristics & Impact of Autism***

Autism was first documented based on the core characteristics demonstrated by children affected by it. From its first appearance, throughout the multiple changes in diagnostic criteria, right up to current publications and clinical guidelines, the core characteristics of autism are defined as:

- Difficulty with social communication (APA, 2013)
- Restricted and repetitive behavior (APA, 2013)
- Narrow interests (APA, 2013)
- Atypical language development (Lai, Lombardo, & Baron-Cohen, 2014)
- Inconsistent or atypical language abilities (Lai, Lombardo, & Baron-Cohen, 2014)
- Motor abnormalities (Lai, Lombardo, & Baron-Cohen, 2014)
- Excessive attention to detail (Lai, Lombardo, & Baron-Cohen, 2014)

The impact of autism on the affected child is poor relationships and school performance, often leading to other behavior issues. There is also a substantial impact of families, with increased stress and financial and parenting burdens (Karst & Van Hecke, 2012; Kogan et al. 2008)...

### ***Impact of autism on Families***

Upon receiving the diagnosis of autism for their child, many families feel a deep sense of loss and devastation (Mulligan, MacCulloch, Good, & Nicholas, 2012). Parents report increased levels of stress

In a survey of parents of children with autism in Canada, all the participants reported wanting practical advice on how to apply what they learned from books or training programmes to everyday living with their child. (Murphy & Tierney, 2006)...

### ***Intervention for Autism Spectrum Disorder***

Many intervention options are currently available for the treatment of autism. In addition to mainstream therapy and medication, there are countless claims of a 'cure' for autism through diet modification, alternative and complementary medicine, and a host of behavior modification techniques. Not all intervention or treatment methods have been scientifically proven to be effective in treating autism.

Generally, intervention programs work towards improving core autism symptoms, such as language, communication, play skills, social skills, and behavior. Some treatment approaches focus on reducing or controlling behavior problems such as stereotypic behavior, persistent or obsessive behavior, or aggressive behavior...

### **Why Use HRQOL as an Outcome Measure for Autism Intervention?**

There are many reasons to support the use of HRQOL as an outcome measure for autism intervention. Based on the nature of autism, the expected outcome of intervention, and the characteristics of the HRQOL measurements, it is indeed an ideal measure to use to assess if the intervention has been effective.

Firstly, the HRQOL measure is universal, and can be used across languages and intervention. This is especially useful for speech therapy or language interventions. Many developing countries like Malaysia lack standardized language assessments, making assessment and progress monitoring difficult. The HRQOL has been translated into many languages including Malay and can be easily administered...

## **CONCLUSION**

There are many benefits of using the HRQOL as an outcome measure for autism intervention. It is recommended that clinical trials and other autism intervention programs include pre and post intervention HRQOL measures in order to provide more meaningful outcome measures...

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**b. Format Kertas Penyelidikan (*Research Paper*)**

- ❖ Kertas penyelidikan penuh hendaklah ditulis dalam bentuk *MS Word* (97-2003 ke atas).
- ❖ Kertas penyelidikan penuh ditulis dalam Bahasa Melayu atau Bahasa Inggeris, dan tidak pernah diterbitkan.
- ❖ Kertas penyelidikan penuh wajib mengandungi perkara-perkara berikut:
  - Pengenalan
  - Objektif
  - Metodologi
  - Keputusan
  - Perbincangan
  - Implikasi/Cadangan
  - Kesimpulan.
  - Penghargaan (jika perlu).
  - Rujukan (menggunakan gaya APA).
- ❖ Saiz tulisan 11, jenis tulisan *Times New Roman*, biasa, baris tunggal tanpa format.
- ❖ Kertas penyelidikan hendaklah ditulis dalam 6-8 muka surat sahaja termasuk rujukan.
- ❖ Margin: 2.54 cm dari atas, bawah dan tepi.
- ❖ Tidak perlu ada nombor muka surat, *header*, *footer* dan *footnote*.
- ❖ Sila guna gaya/format APA termasuk untuk format jadual, rajah dan rujukan.
- ❖ Kertas kerja hendaklah menyentuh isu-isu yang berkaitan sub-tema simposium.
- ❖ Sebarang penyertaan yang tidak memenuhi kriteria seperti yang dinyatakan di atas tidak akan diterima.
- ❖ Contoh kertas penyelidikan (*research paper*) penuh seperti di **Lampiran 1C**.

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**Lampiran 1C**

**PARENTAL ATTACHMENT AS THE PREDICTOR OF EMERGING ADULTHOOD EXPERIENCES**

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**Abstract**

This study examines the predictor of parental attachment towards emerging adulthood (EA) experiences among 548 undergraduate students (202 males, 346 females, and mean age of 20.8 years) aged between 18 and 25 in East Malaysia. The Inventory of Parent and Peer Attachment (IPPA) was used to measure the components of parental attachment (Trust, Communication, and Alienation), and the Inventory of Dimensions of Emerging Adulthood (IDEA) was used to measure five experiences of EA (identity exploration, self-focus, feeling “in-between”, possibilities, and instability). This study used variance-

based structural equation modelling via partial least squares (PLS) to test the hypotheses. The results revealed that parental trust is the most significant predictor of EA experiences of identity exploration, self-focus and possibilities, whereas parental communication is the most significant predictor of EA experience feeling “in-between”, and parental alienation is the most significant predictor of EA experience of instability.

**Keywords:** Emerging adulthood, parental attachment, college students, identity exploration, reflective measurement model

## INTRODUCTION

Since the emergence of the theory of emerging adulthood (EA) by Arnett (2000), the concept has been examined intensively throughout the globe. Several researches have been conducted to interpret this new phenomenon which later became known as a new developmental stage in a life trajectory. The dimensions of emerging adulthood could be identified by a measure developed by Reifman et al. (2007), namely the Inventory of Dimensions of Emerging Adulthood (IDEA). The use of IDEA is mainly to assess five dimensions of emerging adulthood experiences (identity exploration, possibilities, instability, other-focused, self-focused and feeling “in between”). All five dimensions were highlighted as a distinct developmental stage of emerging adults. Reifman et al. (2007) included the sixth dimension which is the “other-focused”, as a counterpoint to the “self-focus” dimension. It was hypothesised that individuals older than emerging adults would score higher on “other-focused” dimension compared with emerging adults.

Since its introduction in 2007, IDEA has been well studied in studies which have mostly focused on demographic correlates of emerging adults’ views (Nelson et al., 2015). Moreover, researchers used IDEA to explore the psychometric characteristics, conceptions and perceptions of EA dimensions among countries and culture. For example, Atak and Çok (2008) evaluated IDEA among students in Turkey; Sirsch, Dreher, Mayr, and Willinger (2009) examined IDEA in Austria; Arias and Hernández (2007) examined IDEA among Mexicans and Spaniards; Hill et al. (2015) examined EA among the Dutch; Zorotovich (2014) examined EA among the Americans; Pérez, Cumsille and Martínez (2008) evaluated IDEA among Chileans; and DutraThomé (2013) examined IDEA among Southern Brazilians. Although all studies reported that emerging adulthood existed in their sample, it is by no means a universal...

### Research Context and Research Framework

The current theoretical framework of attachment theory emphasises the influence of parental attachment towards EA experiences among first year undergraduate students in Malaysia.

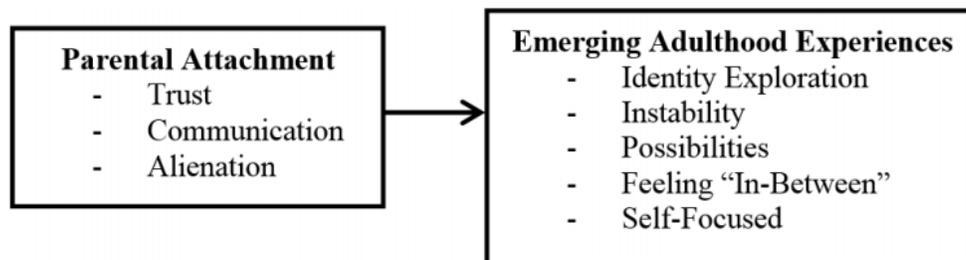
### EA Experiences

According to Arnett (2006b), EA experiences are characterised by five main experiences. The first dimension is identity exploration. Although the exploration of identity is believed to mainly begin during adolescence as proposed by Erikson’s psychosocial theory, Arnett (2014) argued that the degree of identity exploration is even deeper during the EA. During this period of time, emerging adults are actively seeking ways to resolve their identity conflicts by finding out their true selves by making enduring choices in love, work and ideology; thus, making identity exploration the most focal feature of EA. But some researchers did not seem to agree with the statement. Nelson and Chen (2007) for example, argued that cultural values may limit the opportunities for young people in exploring their identities. Specific social and cultural practices could be a hindrance for emerging adults to engage in identity exploration. For instance, Malaysian culture perceives cohabiting as an immoral practice, and parents prefer their emerging adult children to stay with them until they are married or have a stable career...

### **Parental Attachment**

According to Bowlby (1969), attachment is conceptualised as an enduring affectional bond of an individual to an attachment figure that provides comfort and protection to that individual. The presence of the attachment figures will determine the attachment behaviour of a child. A secure attachment relationship is achieved when the attachment figure provides safety and serves as a secure base (Bowlby, 1969). The term “secure base” is the main concern in the present study in explaining EA experiences. Bowlby (1988) postulated that the secure base of attachment could encourage children to explore their environment, engage in relationships with the significant others, and have decreased psychological distress in the future. Attachment pattern for a person may change when he or she enters adulthood due to the increased autonomy from parents...

Based on the review of relevant literatures, the formulation of the research framework for examining the relationship between parental attachment (trust, communication, and alienation) and EA experiences (identity exploration, self-focus, possibilities, feeling “in-between”, and instability) is supported. Thus, the research framework is demonstrated in Figure 1...



*Figure 1.* Research Framework

## **METHODOLOGY**

### **Participants**

The present study employs a quantitative research approach. The population of the study comprises first year undergraduates aged between 18 and 25 years old, currently studying on a full-time basis. Table 1 shows the demographic profile of the respondents. The majority of the respondents were female (63.1%), with majority obtaining Malaysian Higher School Certificate (STPM) (66.4%) and were successful in being admitted to undergraduate degree studies...

### **Procedure**

A total of 700 set of questionnaire were distributed to first year students through purposive sampling technique. Specifically, there were two stages of sampling (Bataglia, 2008). In the first stage, the key dimensions of the sample were identified, which in the context of this study were students currently in their first year, in full-time study mode and aged between 18 to 25 years old...

### **Measure**

A questionnaire booklet that comprised measurement for each variable was used in this study. The independent variables which are the parental attachment was measured by using the Inventory of Parent and Peers Attachment (IPPA) by Armsden and Greenberg (1987) using five-point Likert type of scale...

### Statistical Analysis

The current research considered using IBM SPSS version 21.0 and SmartPLS M3 2.0 (Ringle, Wende & Will, 2005) as tools of analysis. SmartPLS involved two different assessments which are the measurement model, followed by the structural model...

**Table 1**

*Demographic Profile*

Variables	Category	Frequency	%
Gender	Male	202	36.9
	Female	346	63.1
Highest Education	Malaysian Higher School Certificate (STPM)	364	66.4
	Diploma	31	5.7
	Matriculation	149	27.2
	Foundation in Science	4	0.7

## RESULT

Path analysis was performed to test the 15 hypotheses generated. Table 5 presents results of the hypotheses testing. Because the hypotheses are stated in a directional form, one-tail test was used...

### Parental Attachment and Possibilities

The R<sup>2</sup> value for POS is 0.104 suggesting that 10.4% of the variance in possibilities can be explained by trust, communication and alienation. For that, only trust ( $\beta = 0.265, p < 0.01$ ), and alienation ( $\beta = 0.172, p < 0.01$ ) was positively related to possibilities, whereas communication was not a significant predictor of possibilities. Thus, H3 was supported, while H8 and H13 were not supported. For H13, alienation was hypothesised to negatively relate to possibilities in this study, but the results showed the opposite...

### Parental Attachment and Identity Exploration

The R<sup>2</sup> value for IDE is 0.104 suggesting that 10.4% of the variance in identity exploration can be explained by trust, communication and alienation. Further analysis showed that trust ( $\beta = 0.173, p < 0.05$ ) and communication ( $\beta = 0.135, p < 0.05$ ) were positively related to identity exploration, whereas alienation was not a significant predictor of identity exploration. Thus, H1 and H6 was supported, whereas H11 was not supported in this study...

**Table 5**

*Path Coefficient and Hypothesis Testing*

Hypothesis	Relationship	Coefficient	Supported
H1	PT → IDE	0.173**	YES
H2	PT → SF	0.258**	YES
H3	PT → POS	0.265**	YES
H4	PT → FIB	0.148*	YES
H5	PT → INS	0.027	NO
H6	PC → IDE	0.135*	YES

## DISCUSSION

Through the testing of hypothesis by using partial least square (PLS) technique, the present study supports the dynamic relationship that exists between parental attachment and EA experiences. The measures employed in this study have been examined through the validity and reliability procedure, the presented analysis results have confirmed the discriminant validity and convergent validity is sufficient. Meanwhile, the Cronbach alpha and composite reliability showed an adequate range of values. Through the assessment of the goodness of measure, it is confirmed that the model was reliable to be used for further analyses...

### Parental Attachment and Possibilities

Current findings show a corroboration with some findings from Schnyders (2012). Both Schnyders's and present findings reported that parental trust, parental communication and parental alienation are positively related to EA experience of possibilities. The emerging adult life is perceived as full of possibilities yet they remained optimistic...

### Parental Attachment and Identity Exploration

Although Schnyders (2012) did not report any significant relationship between parental attachment components towards EA experience of identity exploration, present findings found that, parental trust and communication is positively related to identity exploration. Kenny and Rice (1995) postulated that the transition to university is a concept of the "strange situation"...

## CONCLUSION

This study is an attempt to explore the association between Bolwby's attachment theory and Arnett's emerging adulthood theory. By adopting three factors of attachment proposed by Armsden and Greenberg (1987) and Reifman et. al's (2007) five dimensions of EA, this study have shown that the theoretical framework is partially supported. The results of the present study revealed that parental trust is the most significant predictor of EA experiences in the sense of identity exploration, self-focus, and possibilities, whereas parental communication is the most significant...

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### 3. FORMAT POSTER

- ❖ Saiz poster A1 (59.4 cm lebar x 84.1 cm tinggi)
- ❖ Satu halaman sahaja, berbentuk potret.
- ❖ Bahasa: Bahasa Malaysia atau Bahasa Inggeris
- ❖ Poster perlu mengandungi maklumat asas seperti perkara berikut:
  - Tajuk
  - Nama penulis/penyelidik
  - Nama institusi
  - E-mel, nombor telefon dan alamat penuh untuk dihubungi
  
- ❖ Kandungan utama poster merangkumi ringkasan kajian seperti berikut:
  - Pengenalan
  - Metodologi
  - Keputusan
  - Implikasi/Cadangan
  - Kesimpulan.
  - Rujukan (menggunakan gaya APA).
  - Penghargaan (jika perlu).
  
- ❖ Bahan paparan visual (jadual, rajah, gambar, peta, dan lain-lain) adalah digalakkan.
- ❖ Susun atur adalah mengikut kreativiti penulis.
- ❖ Pilih saiz, jenis dan warna tulisan yang sesuai dan haruslah dapat dibaca dari jarak 2 meter.
- ❖ Pemilihan warna latar belakang poster yang sesuai untuk memudahkan poster dibaca.
- ❖ Sesalanan lembut poster dalam bentuk PDF perlu di e-mel kepada pihak penganjur sebelum atau pada **20 Mac 2017 (Isnin)**.
- ❖ Peserta perlu mencetak dan membawa bersama poster semasa simposium.
- ❖ Bahan pelekat dan papan poster akan disediakan oleh pihak penganjur.

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