

POSTER PRESENTATION

A poster is a visual presentation that shows your research in a public medium. The purpose of a poster is to present your work concisely, visually and attractively to generate discussion between the presenter and the audience reading the poster.

Most conferences include poster presentations in their program as it is a means of publicising research in a more informal, less threatening setting than a large presentation. This can also be a great networking opportunity.

Poster content

A poster of your research will have similar content and structure to a research report and is likely to contain the following sections/headings: Title, Introduction, Methods, Results, Discussion, Conclusion and References. Posters do not usually contain an abstract, as the poster itself is an abstract of your work.

The same rules for writing a good paper apply to writing a good poster. Organise the poster clearly, with a clear and concise introduction, a body section, and a conclusion as well as any other sections that you need to include. The introduction should catch the attention of the audience and logically lead into the body. Make sure all the information on the poster is relevant. The conclusion should tie in with the introduction and end with a clear message.

Poster design

Microsoft PowerPoint is commonly used to create posters with a key advantage being that most computers have PowerPoint installed as standard which allows you to share your work easily. PowerPoint allows you to integrate a



range of media and produce diagrams and flowcharts easily. Posters are usually printed in size A0 or A1.

More poster design tips and sample posters can be found on the next page.

Tip

Make sure you give yourself enough time to prepare. Posters take time to design, create, produce and practice (if you are presenting it).

Poster presentation

At a poster presentation, you will normally be asked to stand beside your poster, say a few words, and answer questions. This allows people to discuss the content in a more informal, less threatening setting than during an oral presentation, which might have quite a large audience. It is also possible to have more detailed one-to-one discussions with the people who are interested in your poster. This is often a very good networking opportunity.

Tips

Here are some tips for designing your poster to communicate your message most effectively.

- Have a clear and specific title that will attract the right attention to your work. Ensure the title can be seen clearly from three metres away.
- Organise and align your content with columns, sections, headings, and blocks of text. White space is important to increase visual appeal and readability (this is the “empty” space between sections).
- Format headings and subheadings consistently. This helps structure your information visually. Make sure the sections flow logically and smoothly and guide readers from one section to the next.
- Write concisely and include clear topic sentences. This will guarantee maximum understanding when reading your poster.
- Aid understanding by using dot points, lists, tables and graphs to increase clarity and quantity of the information.
- Use large text. The body text should be 18-24 points, headings 30-60 points, and title 72-100 points. A poster should be legible from about one metre and attract interest from about five metres.
- Avoid jagged edges. Left-justify text within text boxes or fully justify blocks of text.
- Avoid fuzzy images. Make sure all graphics are high-resolution (at least 200 dpi) and easily visible.

Sample Posters

Improving Test Anxiety
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Our Anxious Students
Passing the EOG often becomes a terrifying and nerve-wrecking experience for elementary students. Test anxiety is one factor that can impede students' standardized test success. To improve test scores and build student's confidence, the presenter provided a 7-week small group focusing on test anxiety and study habits. This poster presentation shares outcomes of the group, strategies to help other school counselors develop similar groups and resources to support counselors' work to address test anxiety.

Stronger feeling that the test is threatening → **Test as a threatening event**
↓
Anxiety lowers performance
↓
Poor outcome confirms the perception of threat

Implementation
Small groups met weekly for 7 weeks. The topics each week include:
♦ Meeting 1- Introduction/ Icebreaker, Group Rules, Anxiety Assessment, and Student directed goal.
♦ Meeting 2- Focus on worry/anxiety thoughts. Why do they occur?
♦ Meeting 3- How the body feels when we are anxious. Focus on posture thoughts.
♦ Meeting 4- Situational practice: anxiety vs. positive thoughts.
♦ Meeting 5- Introduction to Brain Gym exercises.
♦ Meeting 6- Take Control of the Test
♦ Concluding the small group, students completed a test using their strategies and skills learned from the group.

Results
Prior to the small group sessions, students were averaging a grade of 88.5 in Reading, and 81.1 in Math. After completing of the small group, students averaged a grade of 90.8 in Reading, and 81.7 in Math. Students' EOG scores will be updated by June, 2015, no scores will be displayed at this time. Students who participated in the small group in February scored an average of 7 points higher in Math than those who participated in late March.

Reading		Math	
Range	Pre-Group (March)	Post-Group (February)	Post-Group (March)
85-95	88.5	90.8	88.5
80-85	8	8	8
75-80	1	1	1
70-75	0	0	0
65-70	0	0	0
60-65	0	0	0
55-60	0	0	0
50-55	0	0	0
45-50	0	0	0
40-45	0	0	0
35-40	0	0	0
30-35	0	0	0
25-30	0	0	0
20-25	0	0	0
15-20	0	0	0
10-15	0	0	0
5-10	0	0	0
0-5	0	0	0

Rationale
Childhood and adolescence are at risk for developing mild symptoms of anxiety or full-blown anxiety disorders (Beards, K., Knapp, S., & Pine, 2009). Von der Embse, Bartenian & Segool (2012) suggests an early onset of test anxiety at age 7. Likewise, fourth and fifth graders at Newse Charter School are developing anxiety related symptoms, especially related to tests and the end-of-year tests. According to Stearn & Moccia (2013), approximately 30% of all American schoolchildren suffer from some level of test anxiety. The test anxiety interferes negatively with the student's self-esteem, capacity of concentrating and may disrupt student's academic performance. These factors make it difficult for students to remember the material studied for the test (Stearns & Moccia, 2013). Therefore it is important to address the topic of test anxiety with these fourth and fifth grade students.

Anxiety Thought → **POSITIVE THOUGHT**
I'm going to fail the test. → I studied, so I will do my best.

References
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• Von der Embse, N., Bartenian, J., & Segool, N. (2012). Test Anxiety Interventions for Children and Adolescents: A Systematic Review of Treatment Studies from 2000-2010. *Psychol. Sci.*, 55(1), 57-71. doi:10.1002/pst.1160

From: <http://blog.ecu.edu/sites/blakek/files/2015/04/Slide15.jpg>

Exercise and Mental Health in University Students
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Abstract
The purpose of this study was to examine the relation between exercise habits and mental health in university students. Participants were interviewed and filled out a brief questionnaire asking about their depression, anxiety, and stress levels, and also about their exercise habits. Type, location, and regularity of exercise were also examined. Results showed that symptoms of depression are lowest in people who exercise most regularly, particularly if that exercise is outdoors, group, or individual exercise. Results also showed a significant correlation between regularity of exercise and regularity of exercise dedicated to improving appearance.

Introduction
♦ Depression affects between 15 and 20% of students (Gearty et al., 2009).
♦ Anxiety affects 21% of students (Bjork & Bilgel, 2008).
♦ Exercise may provide a psychological benefit by providing a sense of purpose and satisfaction (Cross & Cox, 2008).
♦ Exercise has been shown to decrease symptoms of schizophrenia (Callaghan, 2014).
♦ Exercise can reduce symptoms of depression because it causes an increase in the release of several neurotransmitters, including serotonin and dopamine. It also causes the release of endorphins, which lead to a state of euphoria (Callaghan, 2014).
♦ Aerobic exercise has positive effects on well-being because it increases heart rate and adrenaline levels, whereas anaerobic exercise increases self-concept (Buckholz et al., 2010).

Hypothesis
Hypothesis 1: University students who engage in exercise most will experience lower symptoms of depression, anxiety and stress.
Hypothesis 2: Outdoor and group exercise will be associated with the lowest experience with depression, anxiety and stress.

Methods
♦ Participants were 66 female and 21 male undergraduate students from the University of San Diego.
♦ Participants responded to a questionnaire consisting of 5 sections:
1. Beck Depression Inventory
2. College Life Stress Inventory
3. Anxiety Level
4. Exercise Habits
5. Demographic Information
♦ Participants were given a score for each of the following variables: depression, stress, anxiety, total exercise, group exercise, individual exercise, outdoor exercise, indoor exercise, and regularity of exercise dedicated to improving appearance.

Results
♦ 67 students participated in the survey.
♦ Categorical Pearson Product-Moment correlations among all the variables.
♦ Results supported hypothesis 1 in showing that high exercise scores were correlated with low depression scores, especially with respect to group, individual, and outdoor exercise.
♦ Results did not demonstrate any significance between exercise scores and anxiety and stress levels.

Discussion
♦ The correlation between regular exercise and low depression scores may indicate that exercise helps reduce depression.
♦ Students who wish to avoid depression may want to incorporate an exercise routine into their daily lives, particularly group, individual, or outdoor exercise.
♦ Results showed a strong correlation between regular exercise and regularity of exercise dedicated to improving appearance.
♦ Because sample may be more likely to engage in regular exercise, it would be useful to conduct this study with other student populations, and also with child, adult, and elderly samples.
♦ Because many students are exercising to improve their appearance, negative self-concept may be associated with an increase in exercise behavior, as well as an increase in depression.

References
Beck, A. T., Epstein, N., Brown, G., & Erhard, M. (1988). An inventory for measuring depression. *Archives of General Psychiatry*, 45, 879-886.
Bjork, J., & Bilgel, S. M. (2008). The prevalence of anxiety and depression among college students. *Journal of American College Health*, 56, 209-212.
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From: <http://www.sandiego.edu/ugresearch/images/poster-chelsea-towler.png>

Media-induced doubt in scientific consensus: What role does “balanced coverage” play?
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INTRODUCTION
As a science journalist, how does one present information that is not only accurate and objective, but also fair and balanced? One method that journalists have often used is “balanced coverage” in which spokesmen for both sides of an issue present their points of view (Baker & Bazerman, 2009; Baker, 2010). However, there are often cases in which one side of an issue is supported by a clear majority of scientists (e.g., climate change), and it is unclear how balanced coverage might influence public perception of scientific consensus and deference to a majority view the public isn't yet familiar with.

EXPERIMENTAL DESIGN
Experiment 1: How does the amount of coverage a minority view receives influence deference to the scientific majority?
5 Conditions: 0%, 25%, 50%, 75%, and 100% minority coverage.
Prediction 1: A negative linear relationship between quantity of minority coverage and deference to the majority.
Prediction 2: A staging effect, whereby participants become less deferent to the majority when the minority receives any coverage, and especially deferent at 0% minority coverage.
Experiment 2: 50% coverage: (1) Does providing the exact percentage of scientists in the majority increase the coverage effect? (2) Is adding a graph depicting the percentage helpful? (3) How does summary influence the impact of this information?
4 Conditions: 2 x 2 design crossing Verbal % and Graph.
Prediction 1: Specifying majority with “95%” will increase deference to the majority (Lewandowsky et al., 2012).
Prediction 2: The graph may not be equally beneficial for those high and low in numeracy (e.g., see Brainerd et al., 2008).

MEASURES & STIMULI
Deference Scale: 8 items measured on a 5-point scale ranging from strongly disagree to strongly agree (e.g., “Evidence for gene-level selection is unrefutable”; adapted from Cooper et al., 2001).
Scientific Consensus Estimation: “What percentage of scientists do you think support gene-level selection?”
Numeracy Scale: Standardized version with 8 items (2 CRT questions and 6 probability questions, see also Keil et al., 2013).

EXPERIMENT 1 – RESULTS
The coverage effect is best characterized by a cubic function (i.e., a “staging effect”; $\beta = .50$). Specifically, participants who the minority view receives any coverage at all, especially when the minority view receives 100% of the coverage.

EXPERIMENT 2 – RESULTS
Defining the majority as “95%” increases deference to the scientific majority, regardless of numeracy ($\beta = .44$). Likewise specifying a “95%” majority increases estimates of the percentage of scientists in majority ($\beta = .12$). However, when participants see the graphs, but no “95%” participants’ estimates of the percentage of scientists in the majority are highly influenced by numeracy ($\beta = 5.59$).

EXPERIMENT 1 – CONCLUSIONS
• The coverage effect is best characterized by a cubic function (i.e., a “staging effect”; $\beta = .50$).
• Specifically, participants who the minority view receives any coverage at all, especially when the minority view receives 100% of the coverage.

EXPERIMENT 2 – CONCLUSIONS
• Defining the majority as “95%” increases deference to the scientific majority, regardless of numeracy ($\beta = .44$).
• Likewise specifying a “95%” majority increases estimates of the percentage of scientists in majority ($\beta = .12$).
• However, when participants see the graphs, but no “95%” participants’ estimates of the percentage of scientists in the majority are highly influenced by numeracy ($\beta = 5.59$).

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