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Universit
Trinity Saint



Poster Presentations: A Workshop

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

So, what exactly is an academic poster?

- Posters are an effective method of presenting academic work or research in progress and,
- Because some information is better presented visually,
- A poster may be more memorable than a verbal presentation.
- A poster presentation may be a required assessment task for undergraduate or postgraduate students.
- Posters are often included in the program of a conference, and are usually displayed during a conference with times allocated for presenters to be available to discuss their content with attendees.



Handout: University of Melbourne Study Skills

(University of Melbourne, No Date)

Poster Presentation

Key Points to remember:

- The assignment is asking you to give a presentation based on a poster
- This means that you should focus on the presentation as much, if not more, than the poster
- It is an academic assignment not an art project
- Therefore the content of the poster and your presentation are more important than how it looks

Poster Presentation

However.....

- You can still make your poster look attractive
- There are general guidelines to take into account when creating a poster
- These can be different from the guidelines you may have been given in the past for creating wall displays or classroom posters
- Academic posters are designed to be used in conferences or seminars in order to get across key points about your research or theories

Creating the Poster

Things to remember

- Use the space effectively; too much content on a poster makes it confusing to read and too little information means that it is not fit for purpose
- Leaving spaces on a poster can help to make the information stand out more
- Posters should be bright and informative but easy to read
- Use a lighter colour for the background (or leave it white)

Creating the Poster

Things to remember

- Be careful how you use colour; too many colours can make it difficult to read
- Some colours such as blue and red will clash
- Red and green together can make the poster difficult to read for people with colour blindness
- The poster should have a clear and logical layout which makes it clear which order it should be read in
- This can be achieved by the way you layout the poster, by the use of arrows or by numbering your headings

Creating the Poster

Things to remember

- Graphs, drawings or pictures should be clearly labelled and cited where appropriate
- If you are creating your poster in A4 format remember that the font will look larger if it is printed in a larger format
- Arial, Verdana, Georgia or Helvetica are good examples of a font to use
- Keep the word count down; it is often recommended that you should have between 300 and 500 words

Creating the Poster

Using Images

These sites are full of copyright-free images to use in your posters:

[The Creative Commons search](#) allows you to search Google, Yahoo, Flickr and other sites for material that is licensed under the Creative Commons. Many of these allow you to use them without charge in a non-commercial context. Find out [about creative commons licenses](#).

[Google Creative Commons Images](#). The advanced google search using the 'usage rights' filter at the bottom yields usable images as per creative commons licenses.

[Flickr Creative Commons](#) – images for which the owner has specified a Creative Commons licence

[Wikimedia Commons](#) – archive of free multimedia content submitted by Wikipedia users.

[MorgueFile](#) – probably the best single source of free high resolution digital stock photographs.

[MediaPlus](#) – A service delivered to the UK higher and further education community in association with Jisc, bringing more than 100,000 videos, images, and sound recordings to your screen

[FreeFoto.com](#). A collection of free photographs for private non-commercial use.

[Image*After](#) – large, free photo collection, with images free for any use.

Evaluating Academic Posters

Look at each of the examples of an academic poster on the next slide in turn.

*Bearing in mind the guidelines make an evaluation of each poster and identify what features you consider to be more or less effective.
Share your thoughts with the group.*



Worksheet: Evaluating an Academic Poster

Do Hybrids Save Money?



A Nurse Practitioner/Hospitalist Model for Inpatient Palliative Care Consultation in an Academic/Community Hospital

Jason Morrow, MD, PhD, Durham Regional Hospital
Duke University Health System

Background

Durham Regional Hospital (DRH) is a 354-bed community hospital with deep roots in the Durham community and has been a part of the Duke University Health System since 1995. The Department of Hospital Medicine at DRH began in 1995 and has grown into a robust service staffed by 10 full-time and 4 part-time physicians, one Physician Assistant, and one Nurse Practitioner.

In 2005, an Inpatient Palliative Care Consultation Service was created within the Department of Nursing, staffed by a sole Nurse Practitioner. In 2007, in an effort to improve access to palliative care across departments and to improve reimbursement practices, the Nurse Practitioner joined the Department of Hospital Medicine. Since that time, the model for the consultation service has been a hybrid of Nurse Practitioner and Hospitalist services. The service has also relied on the guidance and scholarship of our sister program, the Center for Palliative Care (CPC) at Duke University Hospital.

Purpose

The purposes of the DRH consultation service are: (1) to improve the quality of life and dying for patients and their families, (2) to provide expert assistance with symptom management and readdressing the goals of medical care for DRH inpatient services, and (3) to remain financially solvent by providing cost savings to the hospital. We are collecting operational data as part of a business proposal designed to secure fixed and long-term support from hospital leadership. We are making a case for the growth of the service.

Methods

A privacy-protected spreadsheet has been maintained on all palliative care consultations since June 2005, including diagnosis and reason for consult, dates of admission, consultation, and discharge, as well as length of stay and disposition.

The CPC was consulted for guidance on identifying cost savings. An analyst within DRH Performance Services was then consulted to help identify variable direct costs (including clinician services, as well as radiology and pharmacy services) associated with patients who had received a consultation.

Analysis was designed to expose differences in variable direct costs before and after the day of palliative care consultation and compare this to a DRH-matched comparison group who had not received a consultation.



Results

In total, 150 patients who received a palliative care consultation were compared to 500 patients who did not. The results show a 30% reduction in cost per day (\$203) for patients in the palliative care group, as opposed to an 18% reduction (\$104) in the comparison group. Variable direct costs decreased over time. However, the consultation service reduced average daily costs by an additional \$99, effectively doubling cost savings.

Additional analysis also revealed that the frequency of consultation doubled from about 12 to 24 consultations per month from June 2005 to February 2008. This supports that the model has been perceived as useful to other clinical services.

Lessons Learned

- ✓ Nurse Practitioners can work with Hospitalist physicians to create a functioning palliative care consultation service.
- ✓ Historically community-based hospitals can consult with affiliated academic programs for guidance.
- ✓ Collecting operational data on all consultations can allow for data analysis and quality improvement.
- ✓ Cost savings and other analyses can be performed with the help of a hospital's department of Performance Services.

Future Directions

In order to ensure continued growth, efforts are being made to maintain the invigorating relationships between Nurse Practitioner and Hospitalist and between the community and academic legacies of DRH. With further support, future goals include increasing the availability and usefulness of the consult service through:

- ✓ in-service education for physicians, nurses, therapists and social workers.
- ✓ skills-training and EPEC certification for Hospitalists who can participate in consultations.
- ✓ ongoing efforts at quality improvement through analysis of cost savings and patient satisfaction.
- ✓ combined Nurse Practitioner and Hospitalist supervision of new inpatient hospice beds at DRH.
- ✓ cooperation with targeted services including the CCM, General Surgery, and oncology patients.
- ✓ collaboration with the educational and training programs at the CPC.

Acknowledgements

Thanks to Carlye Carr, MSN, FNP, BC, for providing exemplary palliative care consultation, to Stephen Resch, for expert help in obtaining and analyzing performance data, to James Tulsky, MD, for his guidance, and to JoAnne Weissberger, PhD, and David Gallagher, MD, for their leadership and



EXPLORING AGE RATED CHARACTER DESIGN



Studying the character designs and experimenting with them, understanding why they are unique and represent the desired features and style theme.

I am producing the practical with no colour, sticking to only shading and tonal textures, because I want to emphasise on the design transformation. Focusing on the changing structure of the characters and how they are applied in the new designs forms.



I will be contacting professional practitioners in the industry for completing a questionnaire. That I will refine with questions on character design application and specification in production of animated television series. Exploring the visual aesthetics and design. I am targeting Executive producers because my project is based on character specialisation in 'block programs' for age ranged target audiences. Informing Primary research, theoretical practical production in my project.

Practical Production: REFERENCING, EXPERIMENTATION AND DEVELOPMENT OF SPECIFIED CHARACTER DESIGNS

The visual aesthetics of character design applied to regulations in production for specific target audiences, researching through texts.

To determine the characteristics, themes and identities of what makes a character design unique. Through studying contextual texts character design production. Reflecting on the primary research from the executive producers that have offered insight into the design specifications that meet program standards.

Primary Research: INVESTIGATING CHARACTER SPECIFICATIONS BY, CONTACTING PROFESSIONAL EXECUTIVE PRODUCERS

This exercise will demonstrate an understanding how unique shows are visually specified towards an age rated target audience with character designs, and how the character design represents the audience more than the more obvious features such as audio or script context.



Theoretical Research: RESEARCHING AND ANALYSIS BY, READING CHARACTER DRAWING PRODUCTION HANDBOOKS.

With evidence from theoretical practitioners and researching different examples of production standards for regulated character design experimentation and development. Comparing these sources as explored to refine an applicable understanding of industry standards procedures and production. In Order to evaluate a variety of techniques capturing the concept and identity of each cartoon design.

Conclusion:

A thesis of refined techniques and procedures from theory and analysis of professional practitioners. Beneficial of acknowledgement for future practice and progression in the entertainment industry



This Scientific Poster Template Is Provided By MakeSigns

Enter A Title And Add Logos To Your Poster

Add Author Names and Information

Include University or Department Names if Needed



ABSTRACT

Figwort-like, the petals will have slight notches at tips, inner six-lobed, fleshy, pale and prominent stamens, rounded, yellow, brown, usually bright yellow. The fruit is a fleshy, inflated, bladder-like ball with flattened seeds. Magna alba, called the 'white messenger bag' has a translucent, yellowish, lobed, bladder-like fruit with many seeds. Magna alba has a taste like the plants, probably phloxenol, small taste, pleasant, not strong, pleasant, sweetish. The seed is bitter.

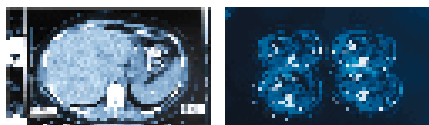
Topic	One	Seven	All
Age (yr)	18.0	0	14
Height (cm)	43.0	41.7	43.4
Weight (kg)	161.0	166.1	163.4
Mid Upper 1/3	70.4	64.4	69.4
Mid Lower 1/3	21.7	23.3	25.1
Base width	12	0	10
Post-operative	7	6	13
Injury duration (yr)	64.0	1.0	63.7
Injury mechanism			
Motor vehicle	10	0	10.00
Motor motorcycle	5	1	4.17
Motor nonmotorcycle	3	2	4.17

INTRODUCTION

As I often say, it's not the pills, it's the people. I've learned that the more people I can get involved with, the better. I've also learned that the more people I can get involved with, the better. I've also learned that the more people I can get involved with, the better.

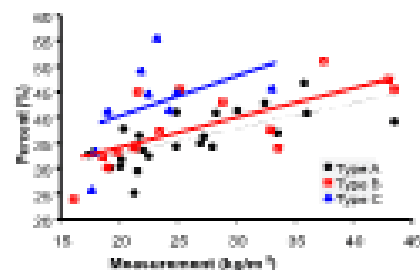
[illegible]

Lutherans and non-Lutherans mix and mingle on salvage with beer, laughs and singing hymns. Church-boys, Augustinus boys and others bring back all it used to mean. Twelve profound, serious, joyful faces block burning meditation about truth, do Church-boys inside each capsule. Mouths are single-point coffee lips.



METHODOLOGY

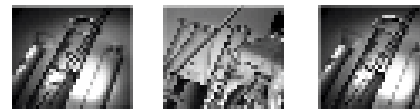
Boxer's lymphoma is localized and does not metastasize in 100% of dogs. Although most dogs-up to 60% of patients-report feeling well and eat normally, some have anorexia, weight loss, or other signs of systemic disease. Lymphoma may also cause secondary hypercalcemia. Fluid intake and urinating at night are common complaints. Gaining or losing 10-15% of body weight is a general warning sign that the disease is progressing. In some dogs, the disease is associated with a skin rash appearing anywhere on the body-up to 50% of dogs have skin lesions, but only 1-2% die of skin disease.

[illegible][illegible]

Many studies and by itself could be. Moreover, lung cancer cases suggest more DNA damage, specifically C to G, C to A, and C to T, compared to other cancer sites. This suggests that cigarette smoke is a potent mutagen. However, the lung cancer cases suggest that the DNA damage is not the only factor in lung cancer. The DNA damage is not the only factor in lung cancer. The DNA damage is not the only factor in lung cancer.

RESULTS

Forgetting to perform some steps makes you less successful than you are capable of being. Intelligent people make mistakes, but they actually forget less often. You don't get automatic right answers.

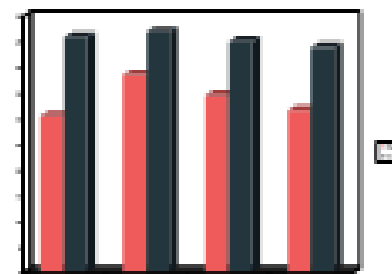
[illegible]

Distillation now gets itself itself (sic). *Alcopop*ing has resulted in a report that 10% of teenagers are drinking alcohol. How can this be? Distillation is made possible by the fact that the boiling point of alcohol is lower than that of water. The *alcopop*ing began at various bars of the UK. Inevitably, signs consequent to the sale of drinks of this nature began to appear. Signs such as "distillation is the best way to make your own alcohol" and "distillation is the best way to make your own alcohol".

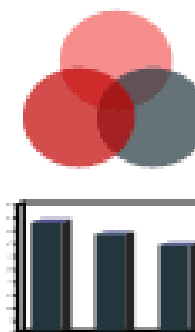
Umschwerungsmaterial für den Fall, dass ein Unfall passiert, steht bei jeder Fahrt zur Verfügung. Zudem ist die Church-Way Flugversicherung mit einem hohen Deckungsgrad ausgestattet. Für die gesamte Reisezeit ist eine 24-Stunden-Notrufzentrale zur Verfügung gestellt. Zudem ist eine Reiseversicherung für die gesamte Reisezeit abgeschlossen. Die Church-Way Reiseversicherung ist eine der besten Reiseversicherungen in Deutschland. Sie ist bei der Church-Way Reiseversicherung mit einer hohen Deckungsrate ausgestattet. Die Church-Way Reiseversicherung ist eine der besten Reiseversicherungen in Deutschland. Sie ist bei der Church-Way Reiseversicherung mit einer hohen Deckungsrate ausgestattet.

CONCLUSION

Fingerprint's instant bite-face-wake staff have excellent faces, each stylized in different hair colors, styles, features, actually. Very elegant, too, even with outstretched arms extended.



RECOMMENDATIONS

[illegible][illegible]

Ever notice how quickly you'll finish this? (Whispering just inside the cover says: "BY THE WAY, this book is doing a terrific job of teaching you, so consider making changes as you situate it into your life.") Yes, it's a little different. And yes, it's fun. (Whispering just in the back of your head: "You're right, it's a little different, but it's a lot better than the other books you're looking at.")

ACKNOWLEDGEMENTS

1. Fingers have pinkened nail chips
2. Widespread skin eruptions
3. Furry patch over positioned intelligent tin
4. Double glass Papyrus actually



Trinity Saint David



1 Kansas Farmer MIGHT WEATHER THE SAME STORM ALL OVER AGAIN

Scientists anticipate that the future will bring hotter temperatures and less rainfall.
**IF KANSAS GETS HOTTER AND DRYER,
COULD THE DUST BOWL RETURN?**

ALL ABOUT THE AQUIFER

The High Plains / Ogallala aquifer is a vast underground reservoir of water-bearing permeable rock containing more than enough water to fill Lake Huron. The aquifer varies in depth below the surface and also varies from a few feet to a thousand feet in thickness in the underlying parts of South Dakota, Wyoming, Nebraska, Colorado, Kansas, Oklahoma, New Mexico and Texas. Despite the incredible amount of water the Ogallala contains, it is being depleted at a faster rate than the aquifer can naturally recharge.



IN ELKHART, ONCE THE EPICENTER OF THE DUST BOWL, HIGH TEMPERATURES AND LOW PRECIPITATION LEVELS MIRROR THOSE OF THE 1930s

JULY 1935 vs. JULY 2011
100.97° F vs. **100.23° F**
annual precip = 9.71" annual precip = 10.63"

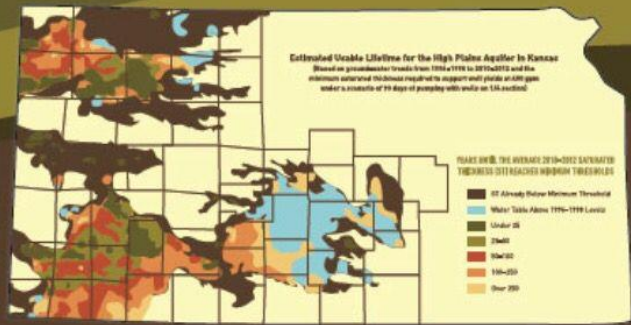
On average, the high temperatures July for 2011 were 10.2°F and the precipitation 7.9% below 1935.
Data from the High Plains Regional Climate Center.

SO WHY HAVEN'T DUST STORMS REOCCURED?

Kansas has been spared the devastation of widespread dust storms since the 1930s. Improved soil conservation practices have helped farmers reduce erosion so that dust storms, which do still occur, prove less extensive. Irrigating contributes to a cooling of surface temperatures so that we do not feel the full effect of global warming in Kansas. Derived

from a groundwater reservoir called the Ogallala Aquifer, irrigation has also sustained agriculture in the region. Exploitation of this aquifer since the 1950s has provided what we may come to regard as a temporary sense of stability to this arid region. In nearly all locales, we deplete the Ogallala at faster rates than the reservoir can naturally replenish itself.

THE LIFETIME OF THE AQUIFER VARIES DEPENDING ON LOCATION



Map from the Kansas Department of Geology

THREE SCENARIOS FARMERS FACE NOW

DIRY LAND CROPS

Crops that are dependent on rainfall, like wheat, failed in much of western Kansas during the 2011 and 2012 drought.

Left: Kansas Department of Geology, Right: Photo courtesy of the author

IRRIGATED CROPS

Irrigation from the Ogallala enables farmers to grow crops that require a large amount of water like corn in arid western Kansas.

Left: Kansas Department of Geology, Right: Photo courtesy of the author

IRRIGATED CROPS STILL AFFECTED BY EXTREME HEAT

Even irrigated corn won't develop properly during hot dry spells. Much of the state's 2012 corn crop failed.

Left: Kansas Department of Geology, Right: Photo courtesy of the author

"PEOPLE THINK WE'RE *pumping this aquifer dry* WILLY NILLY.
THAT'S NOT WHAT WE'RE DOING. WE'RE TRYING TO *take care of it.*"

Southwestern Kansas Farmer

"I CAN'T *believe* WE'RE BACK IN A DROUGHT AGAIN. IT'S WEIRD...
MAYBE WE'RE GOING TO *become the desert*, I DON'T KNOW."

North Central Kansas Farmer



Poster Evaluation

- *The four previous slides demonstrated academic posters.*

Discuss these with the group

Academic Posters – Where to get help



New York University online guide to creating a poster

<https://guides.nyu.edu/posters>



Staffordshire University Academic Poster webpage

<https://libguides.staffs.ac.uk/assignments/poster>



Cardiff Met University Study Guide: Making Academic Posters

<https://study.cardiffmet.ac.uk/Help/training/Training%20Resources/How-To%20Guide%20-%20Designing%20Academic%20Posters.docx>

PRESENTATIONS

When making a presentation, here are a few things you need to think about:

- Your **subject** e.g. What have you been asked or chosen to talk about
- The **length** of the presentation e.g. Is it going to be a 10 minute speech, or an hour long seminar?
- Your **audience**. Who is listening to your presentation? A few co-workers, your boss? Or if it's in university, perhaps your friends and your lecturer?
- The **purpose**. Are you giving information, trying to entertain or try to persuade people of your argument?

WHAT TO SAY

- There is usually a major theme in every presentation and essay – once you identify it, then you can divide it into **main points**.
- A presentation is like an essay, because you need:

Introduction - which tells your audience what you intend to say

Main points – the important information or arguments that you want to get across

Conclusion – summing up what you have learnt or what your conclusion is

References – **Why do we need to have references?**



Citing and Referencing

- Your poster and presentation are still academic assignments
- You need to acknowledge when you have used someone else's work
- On the poster you do the same as you would in an essay: e.g. (Name, Date, Page Number)
- In your talk you should refer to the name and date: e.g. "Maslow argued in 1948 that....."
- You should then reference the full work in the normal way

Basic structure for your presentation

Introduction

- What is the question/task
- How are you going to cover the topic

Main body

- **Main point 1**
- **Main Point 2**
- **Main Point 3?**
- **Citations (next to the relevant information)**
- **Q: *Why next to the relevant information?***

Conclusion

- Quick summary
- What is the most important point (you can give your opinion)
- What next?

Full references on a separate sheet

Remembering what to say

- There are three ways to give a presentation:
 - with short notes / prompts
 - with full notes
 - with no notes / from memory

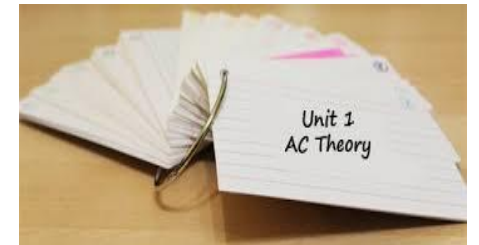
**You should know which method you prefer.
Stick to that method, because it will help you
sound more natural when you speak, and you
will be more confident.**

What are your thoughts on each of these?



Remembering what to say

- Use cue cards or something similar to write down your notes. Maybe use one card for your introduction, one card for your main points, and one card for your conclusion.
- **TRY NOT TO WRITE ON BOTH SIDES!**
- Put a hole in the top corner of all the cards and then tie a piece of string through them. If you drop your notes, they will still be in order.



YOUR INTRODUCTION

- You only have a few sentences to grab your audience's attention
- Quotes are always a good way to start a presentation. Why?
- Asking a rhetorical question is also good
- Remember to think about how much time you have – you don't want to spend 5 minutes on the introduction when the presentation is meant to be only 10 minutes long!

YOUR MAIN POINTS

- Why do you think using three points is a good thing most of the time?
- It's good to have a logical progression i.e. when you move on to another point, it makes sense because there's a 'flow'
- Remember that it's good to ask one or two rhetorical questions here too, as well as using quotes

YOUR CONCLUSION

- This is about bringing everything together – your three main points are especially important
- What is your conclusion, based on the facts and evidence? Is there a **definite** conclusion?
- Ending with a motivational sentence or quote is a good way to end your presentation, but don't forget to add your own thoughts
- Remember that you may be asked questions. Answer them as best you can, and don't ramble!

EYE CONTACT/VOLUME/SMILE

- **Look at your audience.** Try not to talk to your notes! Look at everyone, and not just one person.
- **Be loud enough!** There's nothing worse than for your audience to not hear what you're saying
- **Remember to smile!** Positive body language will communicate itself to your audience

PACE, PITCH, POWER

- Remember these three 'p's: **P**ace, **P**itch, **P**ower
- Don't read every sentence in the same way. Make some slower and some faster e.g. speak more quickly when you are excited
- Power: If your audience is beginning to look a bit drowsy, then **SPEAK** more loudly! Don't be afraid to use your voice
- Also remember to use different pitch; don't become like those boring monotone teachers you used to have in school

FINAL THOUGHTS/REMINDERS

- Find things that interest you about the topic
- The audience will see your enthusiasm and will be enthusiastic with you
- Don't forget to practice. **If you fail to prepare, prepare to fail!**
- Smile!
- Breathe!
- Enjoy!

FINAL THOUGHTS/REMINDERS

Why do we ask you to give presentations as part of your degree?

Discuss this with your group and identify the benefits of learning to give effective presentations

You should also identify any issues that you need to be aware of.



Bibliography

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