Poster Presentations:
content and impact

Learning & Research Support
Student & Library Services
Outline of session

• At the end of this workshop you will be able to:
• Plan the content of your poster
• Think about effective layout
Key principles of academic posters

• Think about your audience and the assignment brief
• Clarity of central message
• Conciseness
• Visual appeal
• Critical approach to the content - not descriptive
• References
Main components

• Message
• Introduction
• Methods (including literature review)
• Results/findings
• Discussion
• Conclusion

These may differ according to your subject. Check your module handbook.
Activity 1

• What is your topic for your poster? What elements do you need to include? Complete the first section of the worksheet. You may wish to do this as a mind map.
Audience

• Identify who your audience is
• Some audiences want depth and detail e.g. other professionals in your area, academics
• If your poster is showing something you have created e.g. a design, then it is more of a marketing tool

• Does your poster require user testing or market research?
• Make implications of your study for furthering knowledge clear.
Design and style

• You need to get point across in fewer than 60 seconds: needs to have immediate impact
• You need to communicate the essence of the topic – but be able to expand upon themes verbally
• Logical reading flow
• Colours - bear in mind colour blindness and use a light background
• Use images and always label them
• Should be readable from 1-2 metres
• Use graphs/charts rather than tables
Layout and composition

• Use rule of thirds
  • Divide your poster into 3 columns and 3 rows and put the main information near the 4 central points
  • Balance is more important than symmetry
  • Most cultures read left to right and top to bottom
  • Use empty space to frame sections and make the poster look organised and well designed

(Bethell and Milsom, 2014, p.50)
Activity 2

• Using the content provided construct your own layout of a poster
Example Layout

• Very simplistic but clear and easy to follow
• This style would be suited to a Research or experiment based brief
An exploration of what it means to have Obsessive-Compulsive Disorder (OCD): A triangulation study

Danielle Marron

Rationale and aims

The DSM-5 (2013) describes OCD as an anxiety disorder that involves the presence of obsessions and/or compulsions. It is the fourth most common mental disorder (Veale & Roberts, 2014)

The social representation of OCD is based on the predominantly quantitative in methodological approach when assessing the impact of the disorder on an individual’s life (Kim, Reynolds & Alfano, 2012).

Although treatment has been found to be efficacious (Abramowitz, 1997)

Qualitative studies have concentrated on the individual with the disorder only or specific areas of the disorder such as reassurance seeking (Kobori, Salkovskis, Read, Lounes, & Wong, 2012; O’Neill, 1999)

The study aims to explore what it means to have OCD and the impact the disorder can have on an individual’s day to day life. It will attempt to consider this from a triangulation of views. This is an attempt to establish if how individuals diagnosed with the disorder feel about OCD coincides with others perceptions of the disorder.

Method

A qualitative methodology using semi-structured interviews and focus groups will be employed. The interviews will allow for the collection of rich meaningful data of the lived experience (Creswell, 2013) whilst the focus groups will provide a more naturalistic setting where participants can interact during discussion (Wilkinson, 2008)

Participants

- Interviews - 2 people who have a diagnosis of OCD
- Focus Group 1 - 6-8 students attending Teesside University
- Focus Group 2 - 6-8 people who work in a health care setting

Materials

The interviews will be conducted using a semi-structured interview format consisting of questions that are open ended allowing participants to share their experiences in the form of narratives thus enabling the researcher to probe the participant to elaborate further and uncover richer information (Rubin & Rubin, 2012). Questions will be posed in an attempt to discover what it feels like to live with OCD and how the disorder impacts upon an individual’s day to day life and also how an individual with OCD feels that members of society perceive them.

- The focus groups will be run as an informal group discussion based around a series of questions aiming to uncover the participants thoughts and feelings of what OCD is and how the disorder effects the lives of individuals that are diagnosed with it. The same schedule of topics for discussion will be employed in both groups and all members of the group will be actively encouraged to interact with each other as it is this interaction that will yield the richest data (Morgan, 1997)

Expected outcomes/discussion

An in depth account of how OCD impacts upon an individual’s day to day life. An exploration of how they think others perceive them because of the disorder could go same way to understanding the delay in seeking treatment.

Ethical considerations

Ethical approval for the study has been granted by Teesside University School of Social Sciences, Business and Law. The study will be conducted in accordance with the ethical guidelines of the British Psychological Society.

Proposed data analysis

Data from both the interviews and the focus groups will be transcribed and then analysed using an inductive thematic analytic process as described by Braun and Clark (2006). This method of analysis allows for the identification and analysis of patterns or themes from within the data to be reported. The use of an inductive approach will attempt to ensure that the analysis is data driven and that all identified themes are robustly linked the data.

Do healthcare workers have knowledge of the symptoms of the disorder and the recommended treatments?

The words obsessive and compulsive are used quite flippantly in society, does this help to shape and maybe trivialise the understanding of the true meaning of the disorder in society?

Could help educate people on the real impact of OCD and what OCD actually is.

The words obsessive and compulsive are used quite flippantly in society, does this help to shape and maybe trivialise the understanding of the true meaning of the disorder in society?
Activity 3

• Critique the poster on your table using the pro-forma and score each poster
What we thought of the poster

<table>
<thead>
<tr>
<th>What was good</th>
<th>What wasn’t as good</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Easily identified central message</td>
<td>• Plain</td>
</tr>
<tr>
<td>• Not too much text</td>
<td>• Inconsistent fonts</td>
</tr>
<tr>
<td>• Follows the rule of thirds for formatting</td>
<td>• Poor spacing (Methodology text disappears)</td>
</tr>
<tr>
<td>• Clear, logical layout with white spacing</td>
<td>• Not all titles consistent with colour</td>
</tr>
<tr>
<td>• Generally, a complimentary colour scheme</td>
<td>• Images aren’t labelled or referenced</td>
</tr>
<tr>
<td>• There are images which break up the text</td>
<td>• No references in the current literature section</td>
</tr>
<tr>
<td>• There is a reference list but no in-text citations</td>
<td></td>
</tr>
</tbody>
</table>
Activity 4

- Using the content you thought about in Activity 1, start to design a layout for your poster
Troubleshooting

• Only use copyright free images
• Ensure images are good quality and clear
• Ensure you reference everything correctly, including images
• Test it on friends and family
• Check it meets assessment criteria
• Practise speaking about your poster - learn a few key phrases
• Face your audience not the poster when speaking
• Convey a professional identity
Other workshops

• Presentation skills
References


Questions?