

Poster Development Workshop (zoom)

Catriona Murphy
DCU Sep 2021



Overview

2-2.40

- Introductions
- Activity 1: viewing posters & feedback
- Presentation
- Discuss individual ideas for posters

2.40-2.50 Break

2.50-3.30

- Group Activity 2: Practical
- Construct your own poster

Poster viewing

Five different posters

All provided by authors and presented at conferences

40 seconds to view each

Feedback at the end

USING HERMENEUTIC PHENOMENOLOGY AS A RESEARCH TOOL

Dr Mel Duffy
School of Nursing & Human Sciences, Dublin City University

What is it as a method not the history of a society can be understood without understanding what it is. (Vogel 1988 p.6)

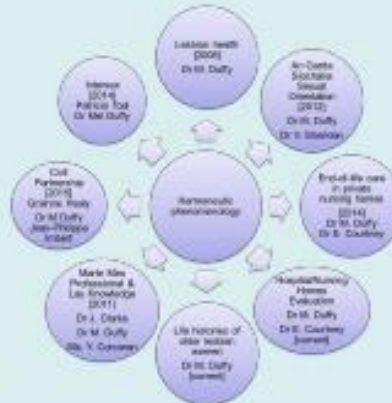
Goal of hermeneutic phenomenology:
To increase understanding of the meaning of human experience and perception
(Dewey 1991 p.162)



Martin Heidegger
Ontology - the essence and relations of being

To every being, in each of its beings, there is, in and of itself, its essence. (Heidegger 1969 p.16)

As a human existence, the purpose of which is to describe and understand particular phenomena as lived experience (Culiff, Joyce and Curran 2004 p.108)



Hans-Georg Gadamer

Verstehen

They experience the implicit horizon of before and after, and finally merge with the horizon of the experiential present at the before and after to form the one line of experience. (Gadamer 1975 p.7)



Jean-Paul Sartre
Contributions of being where meaning comes from human being "meaning-giving" (Merle, 2000:207) - subjectivity

In order to get my foot out of myself, I must have contact with another person. The other is indispensable to my own existence, as well as to my knowledge about myself (Sartre 1988 pp.97-98)

De beyond taken-for-granted explanations of every-day life

It is not possible to understand the meaning of an action without understanding the meaning of the situation in which it is performed. (Merle 2000:207)

One of phenomenological methods, more than anything else, is to study the meaning of all phenomena - it does not matter how obscure or trivial. (Merle 2000:207)

Phenomenological studies search for



What does individuals feel



Stories are not models of correct responses to situations, but are that others can see that they're in similar situations. They teach us how to be serious about how we see ourselves. If they are models of anything, the model's moral sensitivity to what makes each situation unique and each decision difficult. (Frank 2008 p.7)





Narratives of Irish Based African mothers living with HIV. Dr Denise Proudfoot, School of Nursing and Human Sciences.

HIV & women in Ireland

Annually women represent approx. a quarter of those newly diagnosed with HIV in Ireland. Many are under 40 and have difficult social circumstances.

The largest group of newly diagnosed women in Ireland are of African origin. Ireland has the fifth highest proportion of newly diagnosed migrants out of the twenty three countries. Ireland has the fifth highest proportion of newly diagnosed migrants in Europe (ECDC, 2015).

Within the narratives from African mothers it was evident that:

- Upon diagnosis many thought that HIV was life limiting despite the treatment advice in HIV treatment.
- Many anticipated that they would experience HIV related stigma/judgement. This affected how the dealt with their diagnosis and who they told.
- Some expressed concern about the consequences of their diagnosis for their extended family in their home countries. They reported that if those from their local communities (or home) knew about their HIV status their families could be subjected to stigma by virtue of this association.



https://www.youtube.com/watch?v=...

The Study

These findings are from a study with Irish based HIV positive mothers. 11 mothers were interviewed about lives. This study revealed that mothers with HIV:

- Worry about the possibility that their children are also infected
- Struggle with psychosocial challenges.
- Minimise the impact HIV so that they could care for their children.

Conclusion

African origin mothers previous knowledge of HIV/AIDS, which includes the loss of close family members to AIDS, appeared to have a lasting legacy on how they responded to and dealt with being HIV positive.

WHO USE STATINS AND WHY?

A cross-sectional analysis of statin utilisation in the context of cardiovascular risk and socio-demographic factors from The Irish Longitudinal Study on Ageing (TILDA)

Paula Byrne (NUIG),
John Cullinan (NUIG),
Catriona Murphy (DCU)
and Susan M Smith (RCSI)

Background

Statins are widely prescribed for primary and secondary prevention of cardiovascular disease (CVD) and command a large share of drug expenditure.¹ The evidence base in various diagnostic categories varies, and therefore, so do the benefit-risk ratios.²

Aim

To describe (i) the prevalence of statin utilisation by people aged over 50 and (ii) the factors associated with the likelihood of using a statin.

Methods

Cross-sectional analysis of factors associated with statin utilisation from TILDA (n=5,618). Prevalence of statin utilisation was calculated according to age, gender and diagnosis. The likelihood of statin utilisation was estimated using multivariate logistic regression models.

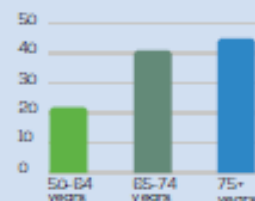
Results

- 30% of over-50s use statins



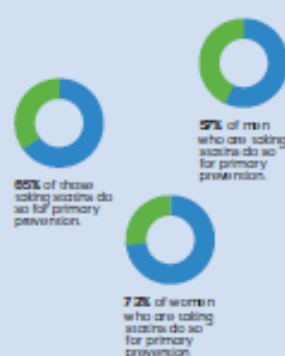
- Those with hyperlipidaemia as their only reported CVD diagnosis were more likely to receive statins (OR 0.58, CI 0.40 to 0.83) than those with diabetes (OR 0.49, CI 0.32 to 0.75), potential atherosclerotic conditions (OR 0.27, CI 0.18 to 0.39) and hypertension (OR 0.28, CI 0.20 to 0.40). Reference category comprises those with myocardial infarction.

- Statin utilisation increases with age



- Polypharmacy was significantly associated with statin utilisation (OR 3.53; CI 2.84 to 4.39), as were living with a spouse or partner and frequency of GP visits.

- Primary or secondary prevention?



Discussion

Given the ongoing debate on the appropriateness of statin use in primary prevention,³ it is notable that a large proportion of Irish users fall into this category, particularly women.⁴ The possible focus on hyperlipidaemia instead of overall CVD risk, as a reason for prescribing statins, may indicate an overemphasis on this single risk factor.⁵ Polypharmacy, controlling for indication, was strongly associated with statin use.

Conclusion

This study leads us to question if the widespread use of statins in some low-risk diagnostic categories represents the best use of scarce resources. There may be an overemphasis on single risk factors rather than overall risk of CVD. The association between polypharmacy and statin usage warrants further investigation.

References

- 1 HSE. Primary Care Reimbursement Service; Statistical Analysis of Claims and Payments 2013.
- 2 Wallach Kidderias H, Staring H, Holme Hansen E, Howse K, Petrusson H. Statin prescribing according to gender, age and indication: what about the benefit-risk balance? *Journal of Evaluation in Clinical Practice*. 2015.
- 3 Abramson J D, Rosenberg H G, Jewell N, & Wright J M. 2013. Should people at low risk of cardiovascular disease take a statin? *BMJ*, 347, G123.
- 4 Goldacre B, & Smeeth L. 2014. Mass treatment with statins. *BMJ*, 349, G745.
- 5 Wu J, Zhu S, Yao GL, Mohammed MA, Marshall T. Patient factors influencing the prescribing of lipid lowering drugs for primary prevention of cardiovascular disease in UK general practice: a national retrospective cohort study. *PLoS One*. 2013;8(7):G7611.

WHAT IS MENTAL HEALTH NURSES KNOWLEDGE OF CLOZAPINE?

Sujatha Sargeeni, Clinical Nurse Specialist, Health Service Executive, Dublin & Dr Angela Cocoman, Dublin City University.

Background: Clozapine, sold under the brand name Clozaril, is an antipsychotic medication prescribed since the 1970's as an effective treatment for individuals with treatment resistant schizophrenia. The literature suggests that there is need for close monitoring as this medication which can cause life threatening adverse effects. Mental health nurses play a vital role in the management of clozapine, however to date just one study (De Hart et al, 2016) specifically examined psychiatric/mental health nurse's knowledge of this medication.



Adverse effects: Commonly reported adverse effects of clozapine include: hypotension, fever, tachycardia, constipation, dizziness, headache, nausea, sedated state, vomiting, and weight gain. Clozapine can also cause seizures, especially in higher doses and can cause a serious decrease of a certain type of white blood cells (neutropenia). It may also cause an inflammation of the heart muscle (myocarditis) or heart failure.

Method:

This study used a survey questionnaire. A clozapine knowledge questionnaire with 18 questions was developed by De Hart et al (2016) to explore psychiatric/mental health nurse's knowledge on the adverse effects of clozapine. We distributed a shortened version of this knowledge questionnaire (12-multi-choice questions) to 209 mental health nurses working within one Irish Mental Health Service.

Results:

One hundred and twenty-nine (n=129) nurses completed the questionnaire with a response rate of 62%. Our results indicated that over 40% of mental nurses had not received sufficient education on clozapine medication during their formal education. We found that just 50% of participants scored over six correct questions out of 12 questions on various areas of knowledge related to clozapine medication.

We identified gaps in knowledge on clozapine medication in relation to myocarditis (95% incorrect), epilepsy (70%

Scores on individual questions by topic	Correct answers		Incorrect answers	
	n	%	n	%
What type of compound is clozapine (Q 1)	127	98.4%	2	1.6%
Constipation (Q 2)	97	75.2%	32	24.8%
Epilepsy (Q 3)	38	29.5%	91	70.5%
Agranulocytosis symptoms (Q 4)	68	52.7%	61	47.3%
Agranulocytosis monitoring (Q 4)	69	53.5%	60	46.5%
Intoxication smoking (Q 5)	100	77.5%	29	22.5%
Intoxication amphetamine and caffeine (Q 8)	46	35.7%	83	64.3%
Metabolic syndrome risk of diabetes (Q 7)	59	45.7%	70	54.3%
Metabolic syndrome clozapine risks (Q 11)	45	34.9%	84	65.1%
Monitoring first 18 weeks (Q 9)	122	94.6%	7	5.4%
Monitoring yearly (Q 10)	89	69.0%	40	31.0%
Myocarditis risk (Q 12)	6	4.7%	123	95.3%

Discussion: Recovery-oriented services that offer person-centred care and empowers the person accessing the service is central to contemporary mental health care. Bülow et al (2016) study showed that clients make their own rational decisions based on their understanding on how to manage their own health, reinforcing the need for health professionals to ensure ongoing psychoeducation. Mahone et al (2016) propose that nurses and other health professionals should "educate their clients about the purpose, anticipated benefits, risks, options, potential side effects, and client responsibility for symptom and side effect self-monitoring as standard practice" p378.

We suggest that gaps or under preparedness on the nurses knowledge needs to be urgently addressed and targeted both at undergraduate nursing education and with continuing in-service education, to include a detailed educational package on all aspects of clozapine medication. Nurses need to upskill themselves in

What is a Research Poster?

Posters are widely used in the academic community, and most conferences include poster presentations in their program.

Research posters summarize information or research concisely and attractively to help publicize it and generate discussion with the conference audience.

Content: Focus on what you want to convey

What is the most important/interesting finding from my research project? Or, what information do you want readers to take away?

Who are my audience?

How best can I visually share my research with conference attendees (charts, graphs, photos, images)?

Should closely mirror your submitted abstract

What makes a good poster?

- Aim for a short concise title
- Structure that is easy to follow
- Summary information
- Effective use of graphics to tell the story
- Reader should quickly get a sense of the information being presented
- Signposts to enable follow up or further reading

What makes a good poster?

- Important information should be readable from about 6-10 feet away
- If text is kept to a minimum, a person could fully read your poster in 5-7 minutes.
- Text is clear and succinct
- Use of bullets, numbering, and headlines make it easy to read
- Effective use of colour and fonts
- Consistent and clean (not busy) layout

Structure

Divide your information into sections

Introduction –background to the issue/problem

Problem-statement of the problem

Methods -brief description of the processes and procedures

Results -outcomes, findings, data

Conclusions-summary, discussion of significance of results, a few easily remembered key conclusions

Other information to include

Author list- Surname, initial

Institutional affiliations- link to authors

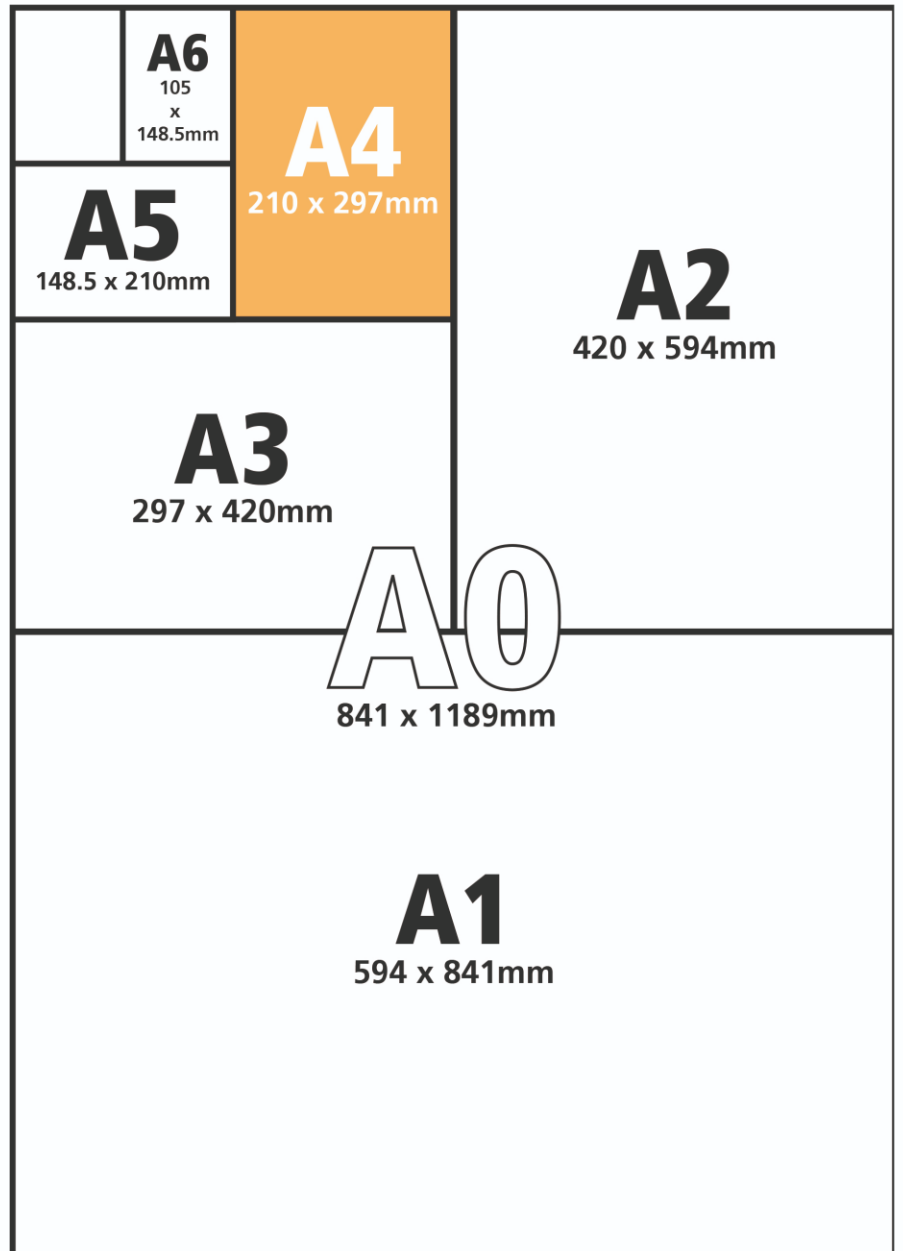
Logos- institutions or funders

References- only where necessary

Contact information- First author

Poster Size

Does size matter?



Follow the guidelines: preparing your abstract for submission

This years Irish Gerontological Society abstract submission requires.....

- Title – maximum 20 words and body of text maximum 300 words.
- Abstracts are divided into four inbuilt headings – Background, Method, Results and Conclusion. Do not include additional subheadings.
- Do not include identifiers such as Connolly Hospital or CHO 5, names of people, institutions or geographical areas in your abstract to ensure that your abstract is blind reviewed.
- The use of the word “**elderly**” is prohibited in the **title** and **body of abstract**. Inclusion of this word will result in automatic rejection of work.

Orientation: Portrait v landscape



Where will you display the poster?

Avoid this!

Abstract 533

I. Introduction

Zebrafish larvae exhibit basic hearing capabilities... (text continues)

II. AEP Audiogram of Adult zebrafish

IV. Threshold vs. Hair Cells

I. Experimental Setup

III. Development of Auditory Function

Conclusions

1. A behavioral classical conditioning setup was developed to assess hearing sensitivity of larval zebrafish.
2. Adult zebrafish have some hearing capacity as goldfish.
3. Larval zebrafish are more sensitive to detecting low-frequency sounds than high-frequency sounds. Their hearing ability enhances gradually up to 30 dpf from 3 to 60 dpf.
4. The enhancement in auditory sensitivity correlates with an increase in number of hair cells in the saccule, the major hearing organ in zebrafish.
5. Our results suggest that the auditory function, particularly at high frequencies, continues to improve beyond two months post fertilization.

Methods

Zebrafish. Adult zebrafish larvae were raised in 100 mg/L and 100 mg/L... (text continues)

Auditory evoked potential (AEP). AEPs were recorded from adult zebrafish... (text continues)

Behavioral classical conditioning. For larval zebrafish... (text continues)

References

1. ...
2. ...
3. ...
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5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

Column structure, 2,3 or 4

Title of the Research Study
PEOPLE WHO DID THE STUDY
 UNIVERSITIES AND/OR HOSPITALS THEY ARE AFFILIATED WITH

Logo

Introduction

Text for the introduction section. This is the first section of the poster and should be concise and to the point. It should provide a brief overview of the study, including the background, objectives, and significance. Use short paragraphs and bullet points to highlight key findings and conclusions. The introduction should be written in a clear, concise, and professional manner. It should be written in a clear, concise, and professional manner. It should be written in a clear, concise, and professional manner.

Results

Text for the results section. This section should present the findings of the study in a clear and concise manner. Use bullet points and short paragraphs to highlight key findings and conclusions. The results should be written in a clear, concise, and professional manner. It should be written in a clear, concise, and professional manner.

Figure #1

Figure #1

CHART or PICTURE

Figure #2

Figure #2

Methods

Text for the methods section. This section should describe the procedures and techniques used in the study. Use short paragraphs and bullet points to highlight key findings and conclusions. The methods should be written in a clear, concise, and professional manner. It should be written in a clear, concise, and professional manner.

Conclusions

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Bibliography

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ACADEMIC RESEARCH POSTER TEMPLATE
 Subtitle for Academic Research Poster (36x48 inches)
 Your names and the names of the people who contributed to this presentation

Logo

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Data Analysis

Text for the data analysis section. This section should describe the procedures and techniques used in the study. Use short paragraphs and bullet points to highlight key findings and conclusions. The data analysis should be written in a clear, concise, and professional manner. It should be written in a clear, concise, and professional manner.

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Poster title goes here, containing strictly only the essential number of words...

Logo

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Method

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Figure #1

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CHART or PICTURE

Figure #2

Figure #2

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Title

Authors

Intro

- [Bar]
- [Bar]
- [Bar]
- [Bar]

Methods

1. [Bar]
2. [Bar]
3. [Bar]
4. [Bar]

Results



- [Bar]
- [Bar]
- [Bar]

Discussion

- [Bar]
- [Bar]
- [Bar]



Main finding goes here,
translated into **plain english**.
Emphasize the important
words.

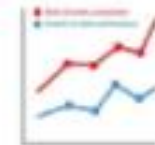


Take a picture to
download the full paper

Extra Tables & Figures



A table with multiple columns and rows of data, representing supplementary information.



A smaller table with multiple columns and rows of data, representing supplementary information.

Using images



Resize images using the top or bottom corners to avoid distortion

Avoid Logo distortion



Aligning text and text boxes

Using PowerPoint to create a poster is quick and easy

Use grid lines to check that text boxes are aligned

Review all text to ensure that it is visible and not hidden behind other text boxes (a very common error)

Presentation of the final draft

Print a copy

Proof read

Spell check

Punctuation check

Alignment check

Get another person to read through

Convert to PDF before forwarding to printer

Prepare your pitch for presentation at the conference or alternatively prepare a short video presentation to accompany an electronic submission

Ideas for future posters

Review student submissions

Any questions before the practical session?

Short video (summary of main points)

https://www.youtube.com/watch?v=AwMFhyH7_5g

(3 mins 50 Sec)

Better poster design video

<https://www.youtube.com/watch?v=SYk29tnxASs>

10 minute break: check all have sample template, institutional logo, a picture and the worksheet (sent by email before the session).

Thanks to all

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