

Tips on Making a Poster:

A Baker's Dozen

1 Know your story.

What is the main information you want your audience to receive? When you are deciding what to include and what to discard, ask yourself: Does it help tell my story? If it doesn't support your story, don't use it.

If you're unsure of your story, the audience will be too.

2 Know your audience.

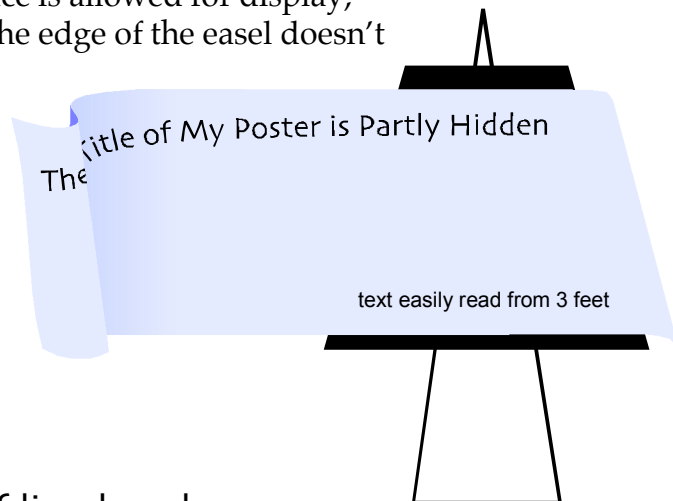
Knowing your audience helps you choose the best way to reach them and the best language to use. Are they from your own field or the general public? Do acronyms need to be defined? If many languages are spoken, consider less text and more pictures to communicate your story.

Remember, some images or words may be offensive to some audiences.

3 Know how you will use the poster.

Before beginning the design, think about where the poster will be and how far away the reader will be from it. Will you always be with the poster? You may want to include contact information. Did someone give you assistance with, or funding for, your research? You may want to include acknowledgments.

Find out how much space is allowed for display; a poster flopping over the edge of the easel doesn't look very professional.



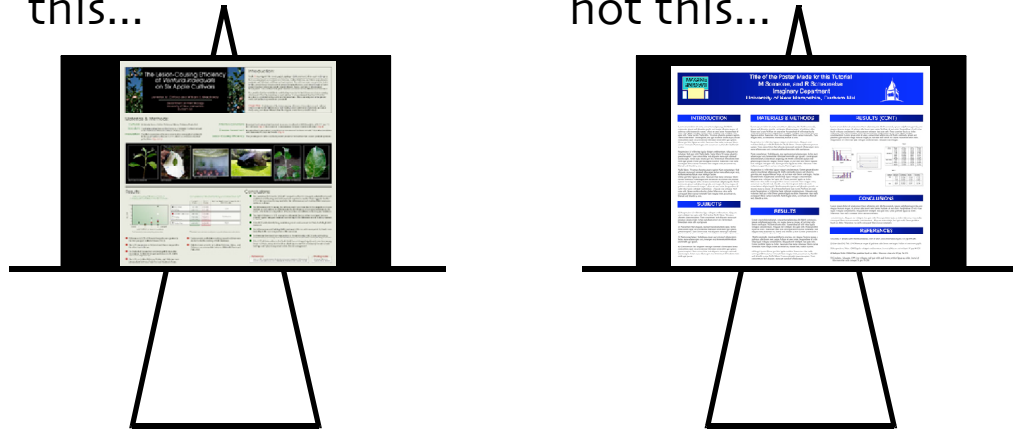
4 Titles: Be aware of line breaks.

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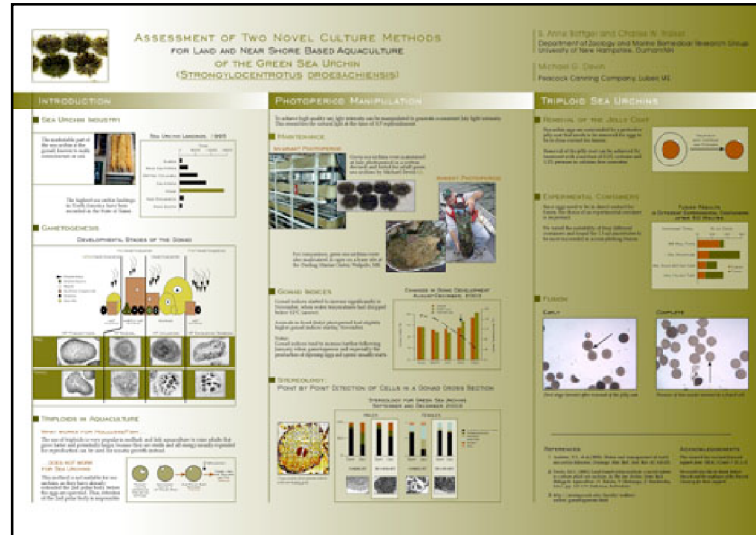
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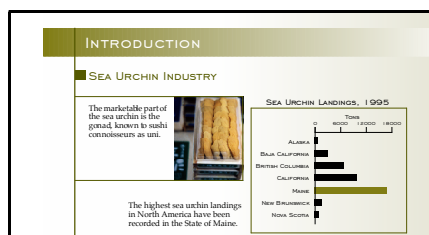
- 5 Avoid a poster that is all text; it is a **visual** tool.
this... not this...



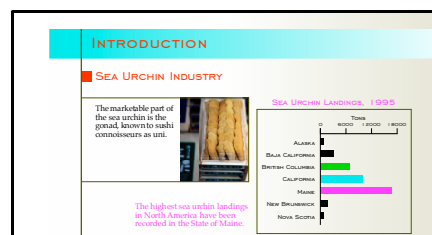
- 6 Use photos where appropriate.
Pictures communicate immediately. Choose text and background colors that complement, not compete with, the images.



this...



not this...



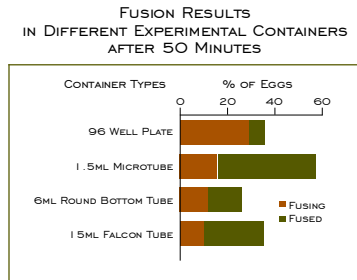
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7 Don't make the reader work to find information.

Give graphs a title, don't hide that information in a caption.

Place graphics near related text. Don't expect the reader to hunt.



Thrust and rotation rate were kept constant during this destructive non-cored boring.

Depth (m)	Thrust (kPa)	Rotation Rate (rpm)
30 – 38	3,500	120
38.0 – 42.9	3,500	150
42.9 – 50.0	4,100	120

8 Don't hide key words.

Important phrases like “The purpose of my study was ...” should not be hidden in the middle of lines of text. It may not be read and the audience will miss the point of your work.

INTRODUCTION

This study described the verbal response patterns of graduate student clinicians involved in counseling-based therapy. The type and quantity of verbal responses were examined at the outset of a clinical practicum experience via the Hill Counselor Verbal Response Category System (HCVRs, 1999). The graduate clinicians then participated in 4 seminars focusing on counseling scheduled throughout the practicum experience. Verbal responses were measured at the end of the practicum and compared to those collected at the beginning. Two questions posed at the outset of this study were: 1. What are the type and quantity of verbal responses that graduate clinicians use at the outset of a clinical practicum requiring counseling as a part of the therapy process? 2. How do the verbal response patterns of graduate clinicians involved in counseling-based therapy change following participation in counseling seminars scheduled throughout the semester? The study protocol was approved by the Institutional Review Board for the Protection of Human Subjects in Research at the University of New Hampshire.

INTRODUCTION

This study evaluated the verbal response patterns of graduate student clinicians involved in counseling-based therapy. The type and quantity of verbal responses were examined at the outset of a clinical practicum experience via the Hill Counselor Verbal Response Category System (HCVRs) (1). The graduate clinicians then participated in four seminars focusing on counseling scheduled throughout the practicum experience. Verbal responses were measured at the end of the practicum and compared to those collected at the beginning.

The study protocol was approved by the Institutional Review Board for the Protection of Human Subjects in Research at the University of New Hampshire.

Two questions posed at the outset of this study were:

- 1 What are the type and quantity of verbal responses that graduate clinicians use at the outset of a clinical practicum requiring counseling as a part of the therapy process?
- 2 How do the verbal response patterns of graduate clinicians involved in counseling-based therapy change following participation in counseling seminars scheduled throughout the semester?

9 Let bullets do their job.

Put a space after the bullet and tab the text over, so the bullets are in a column by themselves to highlight the lines. Be aware of what you are listing.

Use a different size or color bullet for each level of information.

PROCEDURE

- Collecting and Transcribing the Samples: Audio-tape recordings of the 3rd therapy session and a session during the 12th week of the practicum were orthographically transcribed by two research ...
- Coding the Transcripts: The 3 investigators then independently coded the transcripts according to Hill (1). A total of 3,238 responses (units) were coded.
- Determining Reliability: Reliability on all 12 categories for the 3 investigators was computed on at least 10% of the sample.
- Interjudge reliability: agreement at the beginning of the practicum was 86.6% and 87.6% at the end.
- Intrajudge reliability: agreement at the beginning of the practicum averaged 91% and 93.6% at the end.

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- Counseling Seminars
The clinicians participated in four ...
- Procedure
 - Collecting and Transcribing the Samples:
Audio-tape recordings of the 3rd therapy session and a session during the 12th week of the practicum were orthographically transcribed by two research ...
 - Coding the Transcripts
The investigators then independently coded the ...
 - Determining Reliability
Reliability on all 12 categories for the investigators was ...
Interjudge reliability: agreement at the ...
Intrajudge reliability: agreement at the ...

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10 Let the reader know a bit about you, the author.

In the title/author area list your name, your department, then "University of New Hampshire", then "Durham NH", and finally, if you are presenting at an international conference, "USA".

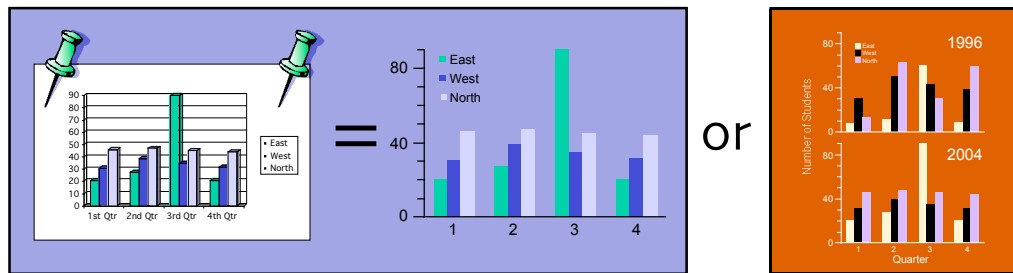
Be sure to use the correct name for the department.

Department of Plant Biology

~~Plant Bio Dept.~~

11 Graphs: Avoid the thumbtack look.

A white box behind each graph limits design, text is usually too small, tick marks too tiny, colors may not be the best choice for your poster; the graphs look tacked on. Ungroup the graph, delete unnecessary parts, and change font style, size, and colors to match the rest of your poster.



12 Everything on the poster should be necessary.

Unnecessary words or graphs are like boulder fields to climb through. Make the path easy and readers will read.

Avoid images unrelated to your story.



13 Clip art: Consider it a recipe, not a prescription.

Clip art and background templates can give you a base with which to build the image you need.

Know that you can ungroup them, change colors or delete parts to make them suit your story.

