Conference Posters for All Libraries: Tips and Tricks for Posters that Educate, Advocate, Praise and Promote

KT Vaughan
James Madison University
VLA Annual Meeting, Oct 2016
What is a “conference poster”?

• Visual representation of an idea
  • Heavy on graphics
  • Light on text
• Hybrid of a paper and a presentation
  • Both a durable product and personal interaction
  • Grey literature
  • Citeable
  • Reuseable
• Small, contained chunk of information
• Stereotype is of research reports – but can be used to advocate, educate, promote, and praise depending on need!
Teaching Students to Evaluate and Provide Consumer Health Information
Kelly L. Sclaro, PharmD and K.T.L. Vaughan, MLS, AHIP
The University of North Carolina, Chapel Hill, NC

INTRODUCTION
- Consumer Health Information (CHI) is designed for non-health care personnel. Functional Health Literacy (FHL) measures the ability to read, understand, and apply medical information.
- The recommended reading level for CHI is 6th to 8th grade.
- Student pharmacists need practice reading, evaluating, and writing CHI.

OBJECTIVE
- To develop PY1 students’ abilities to evaluate and provide consumer health information (CHI) via writing exercises.
- This consisted of three aspects: knowledge of the topic of CHI, and FHL; development of skills in recognizing and communicating CHI; and development of a positive attitude regarding the pharmacist's role in providing CHI.

METHODS

Teaching Methods
- Interactive Lectures: Students wrote a self-reflection on what they learned from the video. Self-reflections were reviewed by faculty.
- Functional Health Literacy and Tools: Students evaluated instructions for pregnancy tests and patient handouts for diabetic foot disease.

Website Review Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website chosen provides information on herbal products or alternative therapies</td>
<td>X/4</td>
<td></td>
</tr>
<tr>
<td>Page length is at least one page and no more than two pages and includes four headings, spacing, and margin format</td>
<td>X/2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3/6</td>
<td></td>
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</tbody>
</table>

Patient Handout Requirements
- 1 page long, both sides of the page
- SMOG score less than 8.3
- List at least four references
- Include the standard information such as: Purpose, Usage, Caring and Administration, Side Effects, Contraindications/Precautions

RESULTS

Self-Reflection Papers
- 148 students responded to the video.
- Three students (2%) stated negative comments:
  - “I learned that people are dumber than you might think”
  - “If you talk to people like they’re stupid they’ll understand”
  - “I keep thinking, if this is such a shameful secret, why not learn how to read better?”
- Remaining 98% recognized this is a large problem with a high level of shame attached.
- Many were surprised by the extent of the issue.
- A subset also mentioned the pharmacist’s role in CHI and patient education

Writing Assignments
- Assignment #1: Individual website review
  - Mean 28.2/36 points (84%)
- Assignment #2: Group patient handout
  - Mean 31.7/35 points (90%)

CONCLUSIONS
- Knowledge attainment is the easiest goal to reach.
- Not an area of high prior knowledge.
- Simple concepts to internalize.
- Skills development is likewise attainable via standardized writing assignments.
- Students scored well on both writing exercises.
- Attitude development is more difficult.
- Most students seem to “get it” when prompted in class; unclear how future behavior may change.
- Need to evaluate attitudes at several points in the PharmD curriculum.
Transformation in Open Access Publishing at Two Universities

Virginia M. Carden¹, AHIP; K.T.L. Vaughan²; Stefanie E. Warlick²; Carol G. Jenkins², AHIP, FMLA; and Patricia L. Thibodeau¹, AHIP

¹: Medical Center Library, Duke University; ²: Health Sciences Library, University of North Carolina at Chapel Hill

Question
How are Open Access (OA) journals affecting publishing by biomedical faculty at UNC Chapel Hill and Duke University?

Study
- Analyze articles authored by Duke or UNC faculty in free full-text journals from Jan. 2004 to July 2005

Conclusions
- It is possible to compare faculty OA publishing between two institutions
- Large scale OA publishing patterns are similar; differences begin to appear on the smaller scale
- The OA environment is complex but warrants further study

Questions for Further Study
- What factors influence authors’ decisions?
  - Who influences choice of where to publish?
  - How important is OA policy over impact factors?
  - Is the embargo period a factor in choice?
- How does OA publishing compare to overall publishing behavior?
- Will choices about OA change over time?

Possible Answers (Warlick 2006)
- Authors’ stated factors for journal choice:
  - Target audience
  - Impact Factor / perceived quality
  - Prestige & quality
  - OA status is LEAST important factor overall

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>UNC</th>
<th>Duke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Virology</td>
<td>23</td>
<td>41</td>
</tr>
<tr>
<td>Journal of Biological Chemistry</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Molecular and Cellular Biology</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>PNAS</td>
<td>21</td>
<td>49</td>
</tr>
<tr>
<td>Journal of Clinical Investigation</td>
<td>14</td>
<td>49</td>
</tr>
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</table>

Common Free Full-text Titles in Top Ten

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>UNC</th>
<th>Duke</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>PNAS</td>
<td>21</td>
<td>49</td>
</tr>
<tr>
<td>Journal of Biological Chemistry</td>
<td>30</td>
<td>50</td>
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</tbody>
</table>

Common Born Free Titles in Top Ten

<table>
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<tr>
<th>Journal Title</th>
<th>UNC</th>
<th>Duke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear Acids Research</td>
<td>6</td>
<td>49</td>
</tr>
<tr>
<td>Environmental Health Perspectives</td>
<td>6</td>
<td>49</td>
</tr>
<tr>
<td>Pacific Symposium on Biocomputing</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>Annals in Family Medicine</td>
<td>4</td>
<td>49</td>
</tr>
<tr>
<td>Molecular Vision</td>
<td>7</td>
<td>49</td>
</tr>
</tbody>
</table>

Publishing in Free Full Text and Born Free Journals by Department Affiliation

<table>
<thead>
<tr>
<th>Department</th>
<th>UNC</th>
<th>Duke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology</td>
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<tr>
<td>Medicine</td>
<td></td>
<td></td>
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<tr>
<td>Family Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathology &amp; Laboratory Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry &amp; Biophysics</td>
<td></td>
<td></td>
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<tr>
<td>Linusberg</td>
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<td></td>
</tr>
<tr>
<td>Biology</td>
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</tbody>
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Free full-text articles, January 2004 to July 2005: UNC = 416; Duke = 490
Born free articles, January 2004 to July 2005: UNC = 99; Duke = 90
Basic Tips

• Wine and cheese competition
  • Conference poster sessions are often during receptions
  • Most people don’t like to talk to strangers
  • Need a hook to attract visitors

• Show, don’t tell
  • Use few, high-impact words
  • Emphasize graphics – photos, charts, graphs, etc.

• Make layout consistent, clean, & balanced
• Make the purpose obvious – and stick to it
Connecting the Libraries and Athletics through Information Literacy Instruction to Strength and Conditioning Interns

Goal: To build a relationship between the libraries and athletics by connecting the Health Sciences Librarian and university athletics at James Madison University.

In the summer of 2015, the Associate Director of Strength and Conditioning approached the Health Sciences Librarian to discuss library support for their student interns.

Instruction
- Evidence-based practice workshop for Strength and Conditioning interns
- Library orientation for football players during Freshman Academic Day
- Research basics session for football players

Outreach
- Formation of a student athlete interest group
- Informational meeting with student athlete academic advisors
- Promotion of subject guide to Strength and Conditioning interns and coaches

Extending library outreach to University Athletics is an opportunity to support student athletes both academically and "on the field".

Future goals of this project include broader involvement with freshman orientation activities and other academic support programs and creation of a subject guide for student athletes.

Acknowledgements
Travis Pelletier, Associate Director for Strength and Conditioning
Stephanie Hutchinson, Learning Specialist
Quintel Lenoire, Academic Advisor (football)

Authors
Lara Sapp, MPH, MLIS and KT Vaughan, MLS, AHP
Development of a Faculty Writing Club to Promote Scholarship

Macary Weck Marciniak, PharmD, BCPS, Wendy C. Cox, PharmD, BCPS, CPP, Jena L. Ivey, PharmD, CGP, Jennifer Stegall-Zanation, PharmD, BCPS, K.T.L. Vaughan, MSLS, AHIP, Timothy J. Ives, PharmD, MPH, BCPS, FCCP, CPP
UNC Eshelman School of Pharmacy

**Intent**

- One of the strategic initiatives of the Division of Pharmacy Practice and Experiential Education is to facilitate individual scholarship, professional service, and leadership in education and practice.

- Faculty desired assistance in incorporating scholarship into their daily activities.

- Therefore, a writing club was established to promote and support scholarship through topic discussions and internal peer review of abstracts, posters, and manuscripts.

**Process**

A senior faculty member serves as the facilitator

- Group meets monthly
- Discussion topics are determined by members of the writing club

Discussion Topics (Sept 2008 – May 2009)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Designing an effective poster</td>
<td>4 times</td>
</tr>
<tr>
<td>Developing a research project</td>
<td>2 times</td>
</tr>
<tr>
<td>Journal impact factors</td>
<td>1 time</td>
</tr>
<tr>
<td>Introduction to COS (Community of Science)</td>
<td>1 time</td>
</tr>
<tr>
<td>Peer review of posters</td>
<td>1 time</td>
</tr>
<tr>
<td>Serving as a journal reviewer</td>
<td>1 time</td>
</tr>
<tr>
<td>Writing an abstract</td>
<td></td>
</tr>
</tbody>
</table>

**Outcomes**

- Participants (n = 20):
  - 19 faculty members (15 on campus and 4 off-campus)
  - 13 Clinical Assistant Professor
  - 6 Clinical Associate Professor
  - 1 PGY1 community resident

- Our Blackboard™ site allows for posting of relevant articles, sharing of documents, and hosts a calendar of scholarly conferences with submission dates.

- Productivity: 27 abstracts/posters, 14 invited presentations and 7 manuscripts

**Implications**

- Creation of a writing club facilitates individual scholarship and helps mentor new to mid-level faculty.

- Members of the writing group benefit from having a health sciences librarian as a participant and facilitator.

- Sharing materials via Breeze Conferencing and Blackboard™ allows those who are not physically present to benefit from the group.

- The writing club decided to discontinue use of the PBwiki™ page since the group was more comfortable with Blackboard™.

- The number of abstracts, invited presentations, and manuscripts will continue to be monitored in order to document the success of the group.

**Display boards within Division’s office suite.**
Poster Layout & Creation

• Typical layout*:

• Facilitate “Z-reading”
• Use a PowerPoint template
• Consider print or digital formats
• Fun is ok!

*Except when you do something different
Leading from the Center Out: The Joint Library Services Leadership Team at James Madison University

In a system with multiple service points, how can leadership work together to keep the library as a whole relevant and central to students?

<table>
<thead>
<tr>
<th>Carrier Library</th>
<th>Media Resources</th>
<th>Rose Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Director</td>
<td>Director</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Assistant Director</td>
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<tr>
<td>Staff Manager</td>
<td>Staff Manager</td>
<td>Staff Manager</td>
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<tr>
<td>Staff</td>
<td>Staff</td>
<td>Staff</td>
</tr>
<tr>
<td>Liaisons</td>
<td>Liaisons</td>
<td>Liaisons</td>
</tr>
</tbody>
</table>

**Competitive Model**

- Separate
- Unique
- Competitive
- Personality
- Departmental Services & Outreach

**Collaborative Model**

- Separate
- United
- Joint
- Shared
- Positions
- Collaborative Services & Outreach

K. T. L. Vaughan, Kristen S. Shuyler, Kelly Miller-Martin, and Erika Peterson

VLACRL October 2015
T3: Mapping Innovations that Matter

K.T.L. Vaughan, MLS
Librarian for Bioinformatics & Pharmacy, UNC-Chapel Hill Health Sciences Library

The Technology Think Tank (T3) is a learning committee responsible for monitoring the development of new information technologies in a context of its impact on Health Sciences Library programs and services.

This chart is adapted from a style of phylogenetic trees popular in the 1970s.
Width of each category and topic indicates relative time and effort spent by the T3 on investigating and discussing the topic.
Presentation Tips

• Know what the physical requirements are
  • If printed, will it be pinned to a board, mounted and leaning on an easel?
  • What are the maximum dimensions allowed?
  • If digital, what is the filetype needed?
  • Will you have a table and power for extras?

• Give yourself space to stand
• Prepare a way to connect afterwards
• Prepare the elevator speech
• Know what’s happening to the poster next
JMU Libraries & Educational Technologies Framework for Liaison Librarians

Outreach & Engagement
Liaison librarians actively engage with users in assigned subject areas to develop strong working relationships in support of programs and goals.

Core Expectations
1. Anticipate and respond to the needs and priorities of users in subject areas and towards directions of LET.
2. Demonstrate and cultivate awareness of issues in library and information science and in subject areas.
3. Seek and develop collaborative relationships within subject areas and with users in the areas of teaching, research, collections, and scholarly communication.
4. Communicate effectively with users in subject areas, individually or in groups, and facilitate connections between subject areas, users, and libraries.
5. Promote library services, programs, and collections to users in subject areas; promote services and programs of subject areas to faculty and staff in LET.

2016-17 Projects
- Explore and potentially implement an undergraduate award program.
- Explore a gaming night event open to JMU students.

Instruction, Reference & Consultation
Liaison librarians provide users with group and individual instruction and consultation services in their subject areas and other in-depth specialized areas of expertise. These services involve knowledge and skills development in information and other methodologies, scholarly communication, and information-based research, and the ethical use of information.

Core Expectations
1. Use knowledge of subject area scholarship to inform instruction and consultation activities.
2. Support the integration of information literacy and related skills into the curriculum.
3. Deliver effective instruction and consultation sessions.
4. Demonstrate an understanding of basic principles of instructional and consultation design.
5. Understand basic copyright principles and their applications to teaching practice.
6. Use assessments of student learning and use needs to improve instruction and consultation practices.

2016-17 Projects
- Research and pilot methods for gathering student feedback.
- Explore possible ways of providing peer support for instruction. Potential development of a pilot project.
- Create an asynchronous instructional materials library.
- Develop learning outcomes for faculty instruction.

Research & Scholarly Communication
Liaison librarians bring knowledge and practices from library and information science and scholarly communication, as well as subject areas, to the development and support of research partnerships at the university and in the larger community.

Core Expectations
1. Provide a holistic program of research support to faculty, staff, and students in subject areas.
2. Foster interdisciplinary collaborations in research and information services across the university community.
3. Work closely with users in subject areas to understand and support their changing research needs and patterns of scholarly communication.
4. Inform users about research and scholarly communication issues and trends.
5. Promote activities supporting LET and university research and scholarly communication initiatives.
6. Work with LET colleagues to answer user questions, responding and making referrals as appropriate.

2016-17 Projects
- Form a Research Interest Group to facilitate peer support and collaboration.
- Hold a "speed dating" event to share research interests and make connections between colleagues.
- Review and recommend options for organization of subject resources on the website.

Collections
Liaison librarians work with colleagues in LET, across the university, and in regional and national consortia to develop a holistic library collection that serves the needs of the university across formats, locations, and subject areas. Collections work involves identifying, selecting, and deselecting materials in support of teaching and learning, research, and engagement.

Core Expectations
1. Select and deselect materials in relevant formats.
2. Contribute to holistic collection management in support of the general information and scholarship needs of users.
3. Assess and make decisions regarding the acquisition, retention, and preservation of collections based on local collection characteristics and usage, whether individually or through collaborative collection management.
4. Work with colleagues to enhance the acquisition, access, discovery, and use of collections.
5. Use collections as a basis for engagement with the university and community.

2016-17 Projects
- Review and recommend options for organization of subject collections on the website.
**Peer, Partner, or Service Provider:**

**Identifying Novel Library Liaison Roles in Academic Health Sciences**

K.T.L. Vaughan, MSLS, AHIP<sup>1,2</sup>; Barrie E. Hayes, MSLS<sup>1</sup>; Karen R. McElfresh<sup>1</sup>; Hunter H. Janes<sup>1</sup>

<sup>1</sup>UNC Health Sciences Library, <sup>2</sup>UNC Eshelman School of Pharmacy

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**Objective**

To identify library liaison services for liaison to academic health sciences schools. An understanding of current services can inform the evolution of current and emerging liaison roles.

**Methods**

A group of 18 health sciences librarians individually prioritized what services they currently provide in their liaison work and those they would potentially provide given additional resources and/or demonstrated constituent interest. The group then recomposed the lists. The resulting data were collected and analyzed for directions such as reference, outreach, and teaching activities, and for overlap among current and potential services.

**Results**

The quantity and variety of services currently provided by liaison was impressive, at more than 75 services in 11 categories. In addition, liaisoners suggested a large quantity and variety of potential services. Most (27 of 34) of the potential services are already being provided by another liaison in her constituency. The seven exceptions are in outreach, technology support, and scholarly communications. Many of the services listed go beyond the librarian as simply a service provider, instead casting the liaison in the role of researcher or teaching partner and faculty peer.

**Implications**

These results support the reimagining of the librarian’s role in academic health sciences environments. The next step is to identify new roles of high potential utility to constituencies in the health and life sciences.

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**Reference**

Quick questions
- Literature searches
- Clinical Support
- Email/chat
- General subject "Jish Givens"

**Teaching**

Course: integrated
- On-demand
- Online
- Course-specific workshops
- Tutorials
- Orientation
- Search process
- Reference-based practice
- Specific databases
- Citations
- Management
- Preceptor training
- Special topics
- Data management
- E-books
- Informatics
- Social media

**Consultations**

Scheduled consultations
- Open office hours
- Search process
- Specific databases
- PubMed, CINAHL, Web of Science
- Citation management
- Citation styles (APA)
- Specific programs
- Technology guides
- Special topics
- Scholarly communication
- Data management
- Systematic Reviews

**Research Support**

Student research day
- Grant matching
- Data management

**Technology Support**

Mobile technologies
- Digital tools
- Special topics
- Scholarly communication
- Data management
- Systematic Reviews

**Scholarly Communication**

Assist with publishing process
- Referral and networking
- Copyright
- Open Access
- NIH Public Access Policy
- Faculty CFP review for tenure
- Institutional repository projects
- Peer review

**Faculty Activities**

Strategic planning
- Project management & development
- Committees & meetings
- Faculty meetings
- Representative events
- Curriculum committee
- Accreditation committee
- Research committee

**Outreach**

Students (graduate & professionals)
- Faculty
- New departments
- Clinical units
- Global health / international
- Mission trips
- Social media / blogging
- Library exhibits & programs

**Collection Development**

Liaison to faculty
- Reference collection areas
- Database management
- Resource & user training

**Library Activities**

Strategic planning
- Library committees & meetings
- Collections management
- Liaisons group

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**Key**

- Current services
- Potential services
- Current AND potential services
Common Worst Practices

• Too many words!
• Too many colors
• Too many fonts
• Font size too small (see: too many words)
• Not enough whitespace (see: too many words)
• Confusing layout
• No flow
• Unbalanced
• Confusing point/purpose
Don’t do this!

Pigs in Space
Effect of Zero Gravity and Ad Libitum Feeding on Weight Gain in Cavia Porcellus

Colin B. Purrington
6673 College Avenue, Swarthmore, PA 19081, USA

ABSTRACT:
One grand breather of space travel is a constant imbalance of obesity, a chronic problem for the growing majority of people in every part of the world. In theory, when an individual is in a condition of nearly gravity, weight is eliminated. Instead, space travel can be a commonly benevolent act for humans and even an opportunity for discovering the only real effect would be the need to upgrade our current space exercise programs. But perhaps, once the system starts as very good medicine only to be too far away to be taken advantage of, we based on our evacuation with a very good medicine to create a much more complex biological system (Keller, 1965).

INTRODUCTION:
The current obesity epidemic started in the early 1980s with the invention and proliferation of elastane and elastic fabrics, which are made from a blend of new and petrochemical materials. New and petrochemical materials were used with the aim to gain without the need to buy new clothes. Indeed, exercise today for hundreds of millions people involve the use of exercise equipment, in part, presumably because the caloric intake pressure for fast molecules to adopt a more compact biological structure (Keller, 1965).

RESULTS:
Whole meal of pigs in space was 0.0002 or 0.0002 g. Some resulted weight loss from space, some did not, but many variations were due to reaction to the dust we, we believe, whom caused them to be learned painlessly against the time when the balance. Indeed, the central concern, caused about 40 (January 30, 0.00002). Most and in terms gained a sister of death of weight on Earth the route of effect of age, and also in any part during the study was related to starting out. Why was she as a consequence to the MEDUSA, both Earth and space pigs developed substantial deviations in body weight and were lethargic at the conclusion of the study.

CONCLUSIONS:
Our view that weight and weight gain would be zero in space was confirmed. Although we have not replaced this experience on larger animals or primates, we are confident that our result would be similar in other model organisms. We are currently in the process of obtaining necessary human and animal permissions, and should have our planned experiment initiated within 60 years, pending expedited review by local and Federal IRB.

LITERATURE CITED:
Links & Resources


• Advice for Making Posters in PowerPoint (U Alabama): [https://undergraduateresearch.as.ua.edu/presenting-your-work/making-posters/](https://undergraduateresearch.as.ua.edu/presenting-your-work/making-posters/)

• Free PowerPoint Poster Templates (Genigraphics): [https://www.genigraphics.com/templates](https://www.genigraphics.com/templates)
Please come visit this year’s posters!
2:15-3pm TODAY
Outside the Exhibit Hall

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