How to Prepare a Poster for CPA

Jennifer Gould, Amy Mackenzie, & Fiona Thomas
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Call for Submissions for the 2016 CPA Convention

Submission deadline is December 1, 2015

Start planning your trip and mark your calendars now for the CPA's 77th Annual Convention, June 9-11, 2016 in beautiful Victoria B.C. at the Victoria Conference Centre and the Fairmont Empress Hotel.

www.cpa.ca/Convention
Agenda

- Types of presentations
- Guidelines for submitting abstracts
- Guidelines for developing posters
- CPA Convention Registration
- Resource document
Types of presentations

- **Pre-Convention Workshops** - Senior Experts
- **Conversation Sessions**
  - Informal, round table events, several presenters, moderator (55mins)
- **Workshops**
  - Individual or group; purpose is to teach participants new skills/techniques (1hr, 55mins)
- **Theory Review**
  - Senior expert; not for presenting empirical research
- **Symposium**
  - Moderator, plus 3-4 spoken presentations
- **Posters**
  - Most appropriate and efficient way for presenting empirical research
CPA abstract submission - tips to consider

- Need to be a CPA member - ✗
- Multiple submissions - ✔
- Poster presented at another conference?
  - Only okay if a student conference (e.g. PGSA)
- Research in progress? - ✔
  - Okay if data analysis underway, but incomplete
  - Study must be completed by time of presentation
Abstract Submissions

POSTER
Putting Together an Abstract

- **Deadlines**
  - October 1 - December 1, 2015

- **Character Limit**
  - Abstract: 1400 (Including spaces)
  - Title: 250 (Including spaces)
Goal: to create a compelling visual representation of your project.

Common feature at scientific meetings.

There may be dozens or even hundreds of posters in an area - people can walk by the posters and, if a topic catches their eye, talk to the researcher individually.

Arranged by topic and scheduled for 1.5 to 2-hours

Sessions are on Thursday, Friday and Saturday

Putting Together an Abstract

- **Structure**
  - Topic Sentence
  - Background Info (1-2 sentences)
  - Study Purpose and Expected findings
  - Methodology (1-2 sentences)
  - Results (2-3 sentences)
  - Conclusion + Implications (1-2 sentences)
Abstract example 1

Title: Integra Mindfulness martial arts: An exploration of themes for implementation in a school setting

Mindfulness Martial Arts (MMA) is a 19-week transdiagnostic intervention for youth that combines mindfulness, cognitive therapy, and behavior modification, and integrates them into the engaging milieu of martial arts. MMA aims to improve youth’s ability to stay present with challenge, regulate emotion, solve problems, and develop social connections. Previous clinic-based research associated participation with improvements in mental health, attention, and impulse control. The feasibility of delivering MMA as part of the school day has not yet been investigated. This exploratory qualitative study sought to elucidate themes relevant to the implementation of MMA in a school setting. Experiences and perceptions of program components and delivery were collected through interviews with forty students (36 males) who completed MMA and their teachers (N = 10). Interviews were transcribed, coded, and analyzed to reveal a number of implementation themes. Students and teachers were positive about the program and its impact, and identified numerous factors that support implementation, including participant-engagement (e.g., interest in martial arts) and systems-related themes (e.g., resource allocation, school-wide communication about MMA). These findings offer preliminary support for the feasibility of delivering MMA in a school context, and highlight areas for improvement moving forward.
Title: The role of shame in chronic peer victimization in youth

Abstract: Little is known about the emotional causal mechanisms associated with chronic peer victimization. Informed by the child abuse literature, we examined the role of shame as a mediator of chronic peer victimization. Victimized youth tend to blame themselves, in a form of negative self-appraisal reminiscent of the emotion of shame. Shame is associated with a host of psychosocial problems, including negative peer relationships. We hypothesized that, among victimized youth, emotional experiences of shame would increase vulnerability to further victimization. At three time points (T1-T3) at four-month intervals, 456 youth (Grades 5-7) completed measures of peer victimization and shame experiences (behavioural, characterological, and bodily), and shame proneness. A multiple indirect effect model tested each of the four T2 shame variables as mediators of the relationship between T1 and T3 victimization. As hypothesized, the model was significant, accounting for 23% of the variation in T3 victimization. The total indirect effect of T1 victimization on T3 victimization through the four shame-related mediators was significant \( (b = .08, CI = .04 - .13) \), with indirect effects of shame proneness \( (b = .03, CI = .008 - .06) \) and bodily shame \( (b = .04, CI = .006 - .09) \). The study provides preliminary evidence for the role of shame as a mechanism underlying chronic peer victimization.
Layout (example 1)

- Title
- Author's Institution
- Abstract
- Basic Questions and Hypotheses
- Method
- Method
- Method
- Results in Bulleted Points
- Graph/Table of Results
- Graph/Table of Results
- Support for Hypothesis
- Conclusions in Bulleted Points
- References
Layout (example 2)

- Abstract
- Basic Questions and Hypotheses
- Method
- Method
- Method
- Results in Bulleted Points
- Results in Bulleted Points
- Graph/Table of Results
- Graph/Table of Results
- Support for Hypothesis
- Conclusions in Bulleted Points
- References
The role of shame in chronic peer victimization
Joyce Li, Alex Irwin, Tom Hollenstein, and Wendy Craig

OBJECTIVE
To examine the role of shame as an emotional mechanism underlying chronic peer victimization.

BACKGROUND
- Bullying: a significant public health issue that affects 1 in 3 Canadian adolescents.
- Peer victimization (experience of being bullied) is associated with numerous negative psychosocial consequences, such as depression.
- Little known about the emotional causal mechanisms associated with chronic (i.e., recurrent) peer victimization.

Shame
- The painful emotional experience of global, self-focused negative attributions based on the anticipated, imagined, or real negative evaluations of others.
- Accompanied by a powerful urge to hide, withdraw, or escape from the source of these evaluations.

METHODS
Study design
- Longitudinal design with 3 time points, measured in 6-month intervals.

Participants
- 396 adolescents (age 10 to 13 at Time 1, 50% female)

Measures
- WHO Bullying/Victimization Questionnaire (Olweus, 1989)
- Experience of Shame Scale (ESS; Andrews, Qian, & Valentine, 2002)
- Test of Self-Conscious Affect (TOSCA; Tangney, Wagner, & Gramzow, 1989)
The role of shame in chronic peer victimization

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**Poster example 1 (cont’d)**

**RESULTS**

\[
T1 \text{ victimization (controlling for } T1 \text{ perpetration)} \rightarrow 0.35^{***} \rightarrow T3 \text{ victimization}
\]

\[
T2 \text{ shame proneness} \rightarrow 0.32^{***} \rightarrow T2 \text{ bodily shame} \rightarrow 0.43^{***} \rightarrow T2 \text{ behavioural shame} \rightarrow 0.30^{***} \rightarrow T2 \text{ characterological shame} \rightarrow 0.42^{**} \rightarrow T3 \text{ victimization}
\]

\[
T1 \text{ victimization (controlling for } T1 \text{ perpetration)} \rightarrow 0.26^{***} \rightarrow T3 \text{ victimization}
\]

**DISCUSSION**

- Shame proneness and bodily shame mediate the relationship between \( T1 \) and \( T3 \) victimization.
- Emotional experience of shame – about physical appearance, in particular – may lead to behaviours that increase vulnerability to victimization (e.g., social withdrawal).
- Additional research needed to understand how shame increases vulnerability to peer victimization.

**CONCLUSION**

The experience of shame may partially explain why youth who are victimized are at risk for revictimization. Bodily shame may have particularly strong effects in early adolescence.
General Tips

- Adhere to guidelines
- Be detailed
- Be concise
- Submit to the appropriate section
CPA Sections

- Aboriginal Psychology
- Addiction Psychology
- Adult Development and Aging
- Brain and Cognitive Sciences
- Clinical Psychology
- Clinical Neuropsychology
- Community Psychology
- International and Cross-Cultural Psychology
- Psychoanalytic and Psychodynamic Psychology
- Psychologists in Education
- Psychologists in Hospitals and Health Centres
- Psychology in the Military
- Psychologists and Retirement
- Psychopharmacology
CPA Sections (cont’d)

- Counseling Psychology
- Criminal Justice Psychology
- Developmental Psychology
- Environmental Psychology
- Extremism and Terrorism
- Family Psychology
- Health Psychology
- History and Philosophy Section
- Industrial/Organizational Psychology
- Quantitative Methods
- Religion
- Rural and Northern Psychology
- Sexual Orientation and Gender Identity
- Social and Personality Section
- Sport and Exercise Psychology
- Students
- Teaching of Psychology
- Traumatic Stress Section
- Section for Women and Psychology (SWAP)
First and Presenting Author

- The First and Presenting author agrees to register, pay the appropriate convention fees, and present this submission as scheduled.

- The First and Presenting author understands that if he/she is unable to attend the convention, he/she will find a replacement to present the submission and will let CPA head office know in writing before April 1st. If not, the First and Presenting author will be put on the delinquent author list.

- The First and Presenting author is responsible for notifying Additional Author(s) on the results of the submission.
Presenting a Poster

- Attend the poster
- Be prepared to summarize
- Handout
- Check time for presentation
- Check guidelines about attaching poster
Clear & concise

- People at a poster session tend to walk slowly along the line of posters, glancing at the title of the presentation, then at the layout of information.
- If the topic is of interest, a person might glance at what seem to be the major points illustrated on the poster.
- If those points are hard to discern, the person will walk away.
- The most important points of your poster should leap out at a viewer.
- If your ideas are presented clearly and simply, the person may stop and talk to you about your work.
General Info

- For more information...
  - FAQ
    http://www.cpa.ca/convention/frequentlyaskedquestions/
  - Submission
    http://events.decorporate.ca/CPA2016/callforsubmissions/login.php
CPA Convention Registration

- Opens February 2016
- Early bird rates available until May 11, 2016
  - Fees generally do not cover meals
CPA Membership

- Great way to network with other professionals and students in the field of psychology, and learn more about a wide variety of specializations in the field.
- Access to CPA journals
- Free SPC card
- Apply to member-specific awards & bursaries
- Discounts on a variety of products & services
- Cost: $75.00 annually as a student affiliate
- Become a member of a specialty section for an additional fee
  - E.g., Clinical Section ($5.00)
- More information: www.cpa.ca/membership
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