

DR. NANCY A. CHEEVER  
PROFESSOR  
COMMUNICATIONS  
DEPARTMENT

# BEST PRACTICES FOR PREPARING AND PRESENTING RESEARCH POSTERS



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# POSTER PRESENTATIONS



A research poster is a physical display of academic research presented at conferences



It is a static representation of one study or research proposal



Usually tacked onto a large board at eye level for easy viewing



One or more researchers stands next to the poster

Greets visitors  
Provides short explanation  
Answers questions

# PARTS OF A RESEARCH POSTER

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## **Abstract**

Summary of the study



## **Introduction**

Purpose of the study

Brief review of literature (use citations)

Research questions or hypothesis (if applicable)

# PARTS OF A RESEARCH POSTER

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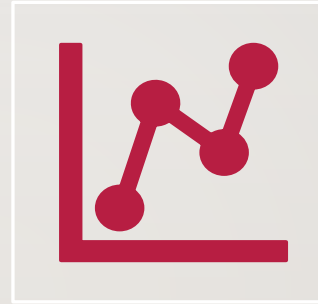
## Methodology

Participants

Variables (operationalized)

Procedures

Measures (if applicable)



## Results

Include graphical representations of data

- Charts, tables, graphs, models, pictures

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# PARTS OF A RESEARCH POSTER



## Discussion

Explains the results of the study and whether your hypothesis(es) were confirmed



## Conclusions and Limitations



## References



## Acknowledgements

# POSTER DESIGN

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- Can create in Power Point, but other software available (Canva, Illustrator, InDesign, etc.)
- Use white background with black type (one section can have light-colored background)
- Visual elements (graphics, subheadings, models, figures, pictures) can have color
- Font should be consistent throughout
- OK to use one font for subheadings and another for text

# FONT TYPES

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- Serif vs. sans serif fonts
  - Serif = has “legs” (e.g., Times New Roman)
    - Easy to read when text is small
  - Sans serif = no legs (e.g., Arial narrow)
    - Works with larger type



# FONTS

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- Effective fonts for subheadings (sans serif fonts)
  - Tw Cen MT
  - Calibri
  - Arial
  - Gill Sans MT
- Effective fonts for text (serif fonts)
  - Times New Roman
  - Palatino Linotype
  - Book Antiqua





# FONT SIZES

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- Font size depends on size of poster
- Limit font sizes to three (e.g., one for title, one for subheadings, one for text)
- For standard template use 90-110 for title, 50-70 for subheadings and 30-50 for text
- For larger posters, adjust accordingly
- **IMPORTANT** to be consistent!
  - Most important to have all same element types in same font type and size

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# POSTER DESIGN

Use subheadings for different sections throughout

Logical flow of material

Separate sections with lines, dotted lines, or boxes

Avoid thick lines

Ensure all similar elements are spaced equally

# POSTER DESIGN

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PRESENT TEXT IN  
SHORT, BULLETED ITEMS



PUT IN EASILY  
UNDERSTOOD TERMS



CHOOSE LAYOUT THAT  
SUITS YOUR STUDY

# POSTER DESIGN

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- Don't put too much information on poster
  - Better to explain in person than ask visitor to read long blocks of text
- Takes time and effort
  - Do not simply print out your study and hang on board



# POSTER DESIGN

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- Inset type so it does not touch lines or boxes
- Use single line space or 1.15
- Use bullets

## Introduction

- The purpose of this study was to examine social media users' satisfaction.
- Previous research (Cheever, 2015) has shown social media users who practice social comparison are less satisfied with their online experiences.

- Use plenty of white space to separate sections
- Ensure boxes are same width
- Guides / gridlines

## Introduction

- The purpose of this study was to examine social media users' satisfaction.
- Previous research (Cheever, 2015) has shown social media users who practice social comparison are less satisfied with their experiences online.

## Method

- Students (N=245) completed a survey indicating their satisfaction with social media.
- Measures included:
  - The Social Media Satisfaction Scale (Cheever, 2012)
  - Social Comparison Scale (Festinger, 1954)

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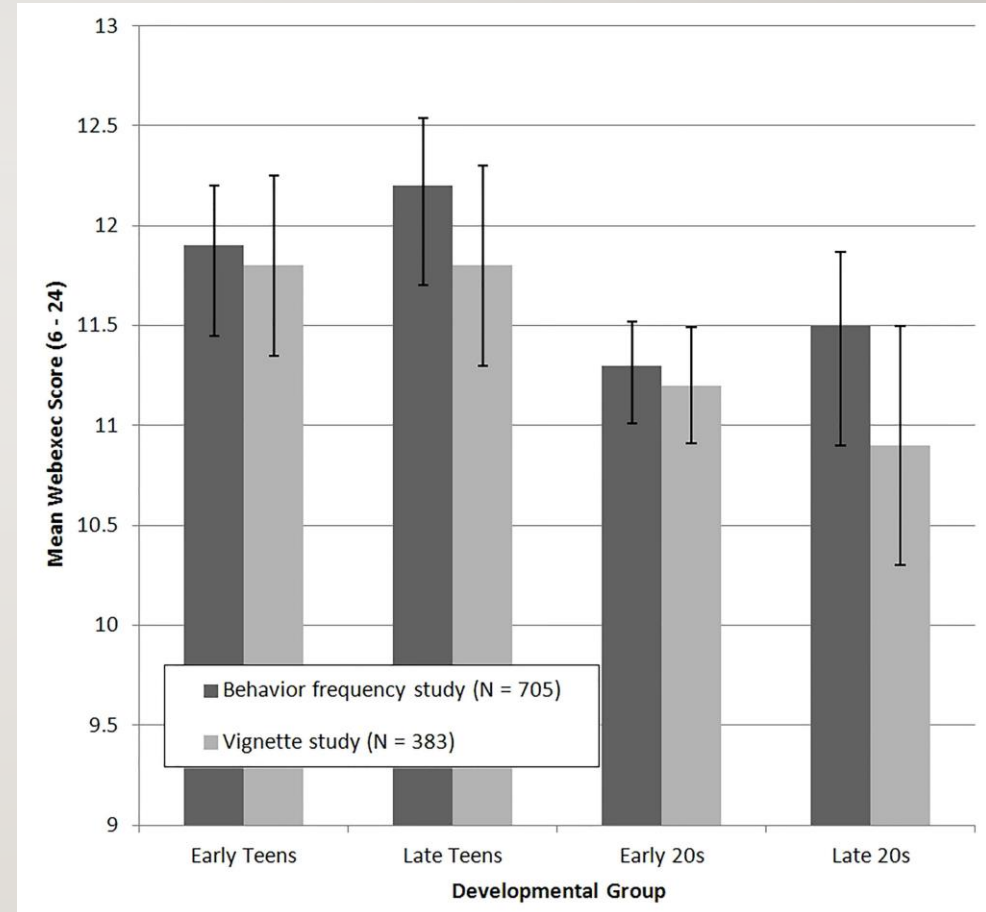
# POSTER DESIGN



# POSTER DESIGN / GRAPHICS

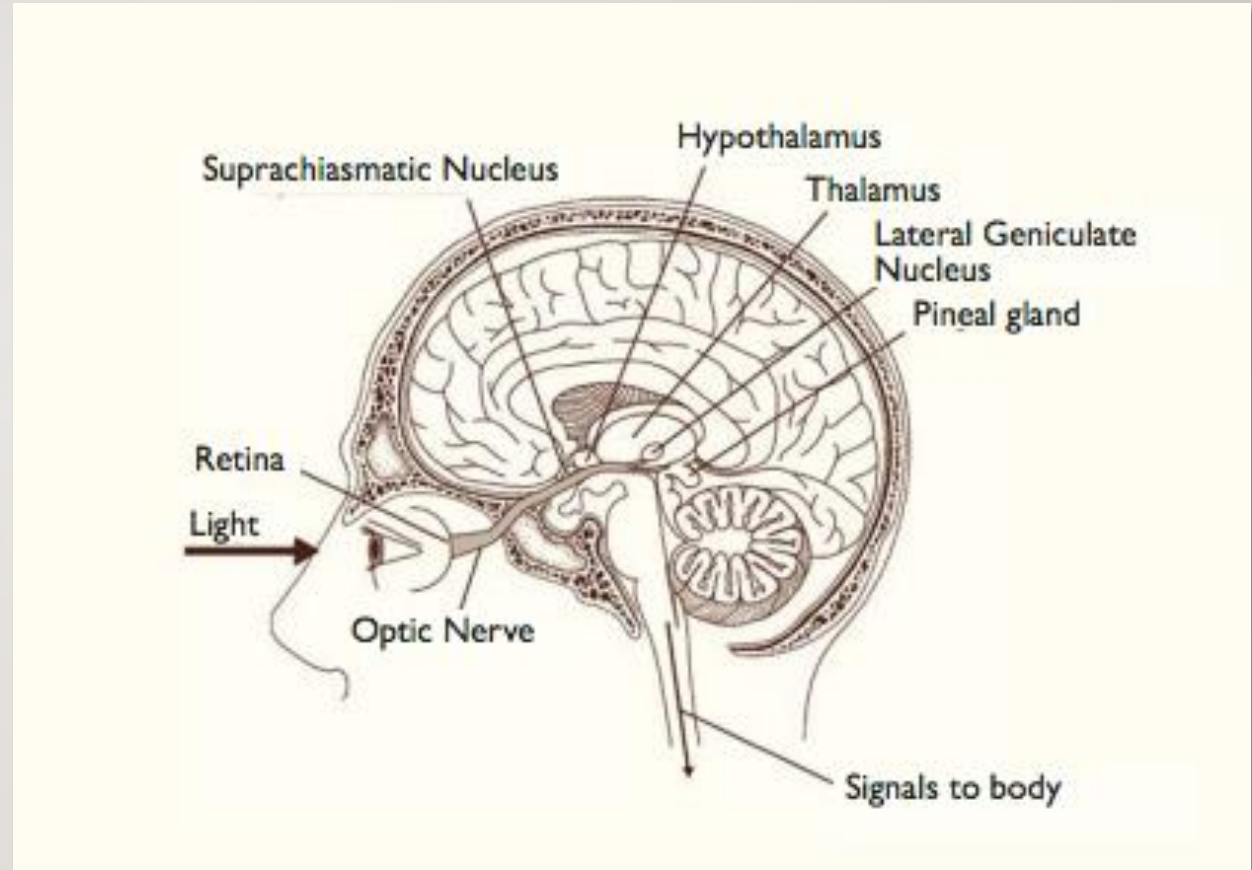
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- Use high-res photos, figures, models, etc.
- Low-resolution will appear pixelated when enlarged
- At least 300 DPI (dots per inch)





Examples of Low-Res images

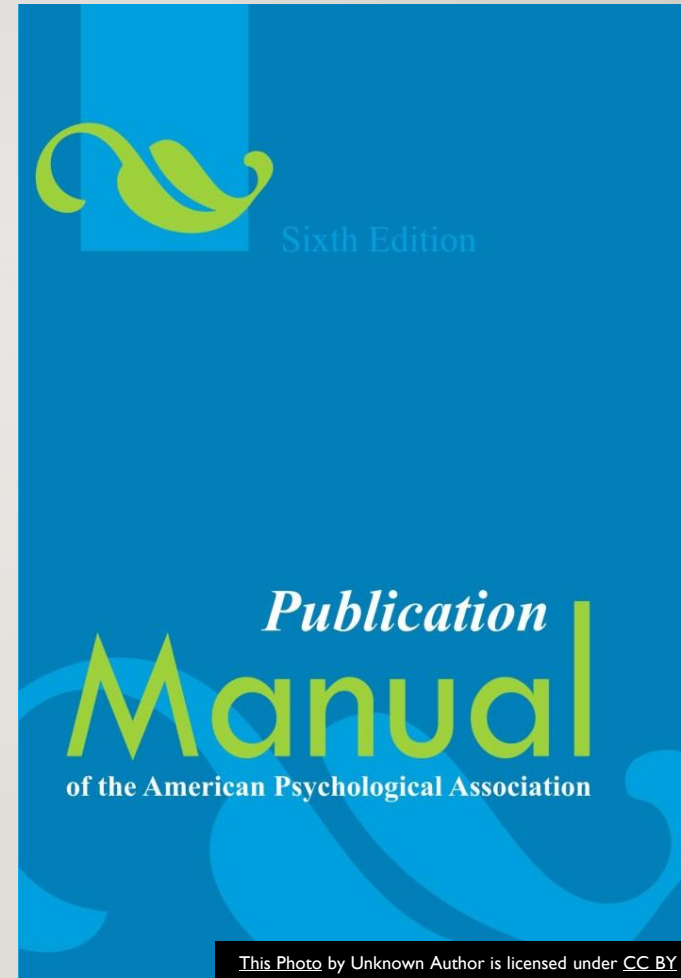




# POSTER DESIGN

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- Tables should be in APA or MLA format, depending on discipline



# POSTER DESIGN

My Major or concentration is: \* Race/ethnicity: Crosstabulation

|   |  | Race/ethnicity:                        |                      |  |           |                        |                 |                  |                       |        |        |
|---|--|--|----------------------|--|-----------|------------------------|-----------------|------------------|-----------------------|--------|--------|
|   |  | Other (please specify)                 | Asian/Asian-American | Black/African-American/African Descent | Caucasian | Latino/Latina/Hispanic | Mixed ethnicity | Pacific Islander | Prefer not to answer. | Total  |        |
| My Major or concentration is:                 | Advertising/Public Relations           | Count                                  | 4                    | 13                                     | 26        | 21                     | 115             | 15               | 1                     | 2      | 197    |
|   |  | % within My Major or concentration is: | 20.0%                | 6.6%                                   | 13.2%     | 10.7%                  | 58.4%           | 7.6%             | 0.5%                  | 1.0%   | 100.0% |
|   |  | % of Total                             | 1.0%                 | 3.2%                                   | 6.4%      | 5.1%                   | 28.1%           | 3.7%             | 0.2%                  | 0.5%   | 48.2%  |
|   | Journalism                             | Count                                  | 5                    | 7                                      | 6         | 6                      | 47              | 7                | 1                     | 4      | 83     |
|   |  | % within My Major or concentration is: | 6.0%                 | 8.8%                                   | 7.2%      | 7.2%                   | 56.6%           | 8.4%             | 1.2%                  | 4.8%   | 100.0% |
|   |  | % of Total                             | 1.2%                 | 1.7%                                   | 2.9%      | 1.5%                   | 11.5%           | 1.7%             | 0.2%                  | 1.0%   | 20.3%  |
| Film, Television and Media (or Media Studies) | Count                                  | 1                                      | 8                    | 11                                     | 8         | 76                     | 13              | 0                | 2                     | 129    |        |
|   | % within My Major or concentration is: | 3.1%                                   | 6.2%                 | 14.0%                                  | 10.2%     | 58.9%                  | 10.1%           | 0.0%             | 1.6%                  | 100.0% |        |
|   | % of Total                             | 1.0%                                   | 2.0%                 | 4.4%                                   | 2.0%      | 18.6%                  | 3.2%            | 0.0%             | 0.5%                  | 31.5%  |        |
| Total   | Count                                  | 13                                     | 28                   | 50                                     | 35        | 219                    | 35              | 2                | 8                     | 409    |        |
|   | % within My Major or concentration is: | 3.2%                                   | 6.8%                 | 12.2%                                  | 8.6%      | 58.2%                  | 8.6%            | 0.5%             | 2.0%                  | 100.0% |        |
|   | % of Total                             | 3.2%                                   | 6.8%                 | 12.2%                                  | 8.6%      | 58.2%                  | 8.6%            | 0.5%             | 2.0%                  | 100.0% |        |

# Your Title Should Fit On One Line, size 105

Name and Institution, size 63

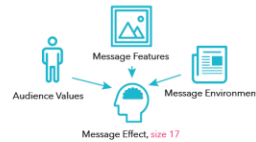
Contact Information



## Introduction, size 68

Before designing your poster, consider your goal. Are you providing information, raising awareness of an issue, changing an opinion, or something else? What is the desired effect of your message? Use your goal to guide your decisions about what is the most important information and how to display it.

Your message's effect is influenced by your audience, the environment in which it is delivered, and its design features. For example, are you presenting to experts or a mixed audience? You will need to tailor your content to suit your particular audience's values and needs. Also consider the environment: Will your poster be one in ten or one in fifty? How much do you need to stand out? Will you stand by your poster to explain it in person, or will it stand alone?

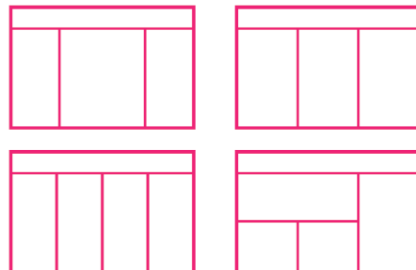


## Layout

There are many different options for poster layout. Select one that allows the most important information to stand out.

Avoid the temptation to cram so much content into a space that the text has to be shrunk, or that you lose the opportunity for your viewer's eyes to relax with some negative/blank space. Consider using bullet points instead of paragraphs, or diagrams instead of wordy explanations.

### Layout ideas:



## Design Principles

### Contrast, size 36

Use contrast in style to communicate an organized hierarchy of information and to guide your viewer's eye, size 32

- Consider using a contrasting font for your header.
- You can also use size, italics, bolding, and color coding to increase contrast between pieces of text.
- Avoid black type on darkly-colored backgrounds, or white type on light-colored backgrounds.

### Repetition

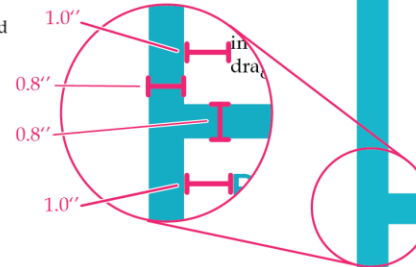
Repeat visual elements such as color, shapes, textures, borders, and fonts to unify the poster.

- Make sure all headers are the same font size.
- Make sure spacing between elements is consistent.

### Alignment

Check for horizontal and vertical alignment.

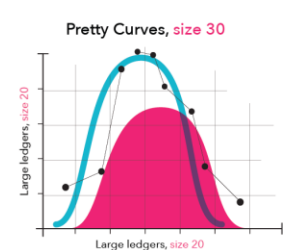
By zooming in 100% or more, you can more easily check margins as well as inter-marginal space. White padding around text makes it easier to read.



### Proximity

Placing elements close together creates a relationship between them. Try to create visual units using close proximity. For example, the image above goes with 'Alignment' not 'Proximity' because it is slightly closer to the alignment text.

Enclosures also help create relationships. If you have a lot of information consider adding white boxes or outlines to delineate information. Proximity is especially important for graphs. Make sure you give graphs and charts enough space above and below them.



## Software Options



### Adobe InDesign

If you have time, learn it. InDesign is the best for layout, text, and image handling.



### Adobe Illustrator

A good alternative to InDesign. Illustrator has great alignment tools and working with layers makes designing posters much easier.



### PowerPoint / Google Slides / Keynote

You can do a lot with slideshow programs! But, some have limited alignment tools.

## Images

Use images 300dpi or larger. If using another person's image, make sure to cite the source.

To proportionately scale an image, press and hold shift while dragging a corner.



## Resources

DesignLab Resources Webpage  
<https://designlab.wisc.edu/resources>

Designing Conference Posters: Blog post by Colin Purrington  
<https://colinpurrington.com/tips/poster-design>

This is size 10. Its okay for citing your sources but don't use this size font for anything else!

## Acknowledgments

If you need any help with your poster—from the first concept to final revisions—connect with the DesignLab!



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# PREPARATION



Practice a summary of your research project



Practice answers to anticipated questions



Prepare a one- to two-page summary of your work to pass out to visitors



Consult with your mentor!

# EXAMPLES

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# Accepted Without Evidence: On Magical Thinking and Technology Usage

Rokkum, J. N. B.A., Cheever, N. A., Ph.D.  
California State University, Dominguez Hills



## Introduction

- 54% of the U.S. believe in psychic healing (Newport, 2001)
- 36% of the U.S. believe in telepathy (Newport, 2001)
- 40% of the U.S. report a belief in devils, ghosts and spiritual healing (Rice, 2003)
- Superstitious behavior is more likely to be invoked by those in high stress situations with a greater desire for control (Kienan, 1994)
- A significant illusion of control belief can exist in an online only environment (Matute, 1994/1995).
- The Internet has become a place of social interaction, which has spurred a revolution in communication and interpersonal behavior (Weiser, 2001; Birnie & Horavth, 2002).

## Purpose of Study

- To examine the interactions between Magical Thinking and Technology Usage.
- The influence that digital media technology has on critical thinking hasn't been studied extensively.

## Hypotheses

- **H1:** People with greater magical thoughts will be more likely to seek out social support.
- **H2:** People that have more magical thoughts are more likely to use more technology.



## Predictors for Magical Thinking

|                          | Television | Number Of Facebook Friends | Emotional Support | Videochatting | General Smartphone Usage | General Facebook Usage | Videogames | Number Of Friends |
|--------------------------|------------|----------------------------|-------------------|---------------|--------------------------|------------------------|------------|-------------------|
| Precognition             |            | .126**                     | .122**            |               | .122**                   | .95*                   | .101*      | .210**            |
| Extraordinary Life Forms |            |                            | .115*             |               |                          |                        | .142**     | .104*             |
| Spiritualism             |            | .145**                     |                   | .132**        |                          |                        |            | .145**            |
| Superstition             | .110*      | .140**                     | .116*             | .141**        |                          |                        | .157**     | .140**            |
| Witchcraft               |            | .107*                      |                   | .245**        |                          |                        | .116*      | .107*             |
| Psi                      |            |                            | .148**            |               | .134**                   | .108*                  |            |                   |

\* = p<.05  
\*\* = p<.01

## Procedures

- **Participants:** A total of 561 ethnically diverse participants were recruited from California State University Dominguez Hills (CSUDH). All participants were at least 18 years of age.
- Online survey with three different instruments measured Magical Thinking and Technology Usage.

## Results

- The number of friends (offline and online) are strong predictors for magical thinking.
- Videogame usage is a strong predictor of magical thinking.
- Television, Smartphone and general Facebook usage are predictors of Superstition, Precognition and Psi.

## Discussion

- Even though it was hypothesized that magical thinking would have an influence upon technology, it can be seen from the data that the social aspect of the internet was a greater predictor of magical thinking.

# ACADEMIC RESEARCH POSTER TEMPLATE

Subtitle for Digital Academic Research Poster (16:9)

Your names and the names of the people who contributed to this presentation



## Introduction

Mauris orci mi, varius id diam id, egestas auctor enim. Praesent ut massa nibh. Duis purus neque, facilisis cursus ultrices vel, ullamcorper ac augue. Donec semper lorem vitae urna pulvinar, in congue massa.

## Methods

Mauris orci mi, varius id diam id, egestas auctor enim. Praesent ut massa nibh. Duis purus neque, facilisis cursus ultrices vel, ullamcorper ac augue. Donec semper lorem:

### MAURIS ORCI VARIUS ID DIAM

- Sed in risus nibh. In nisl quam, aliquet sed nibh sitamet, faucibus placerat dui.
- Fusce quis augue scelerisque, luctus rum sed.

### EUISMOD JUSTO VITAE PURUS

- Proin semper ipsum donec semper placerat.
- Finibus quam tempor, vitae consectetur.

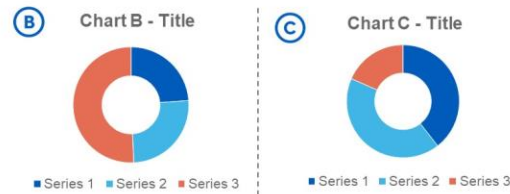
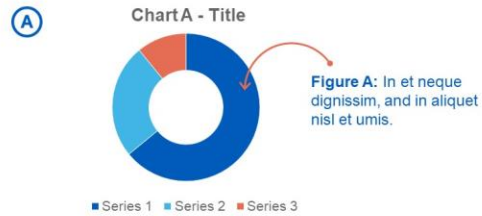


Mauris orci mi, varius id diam id, egestas auctor enim.

## Data Analysis

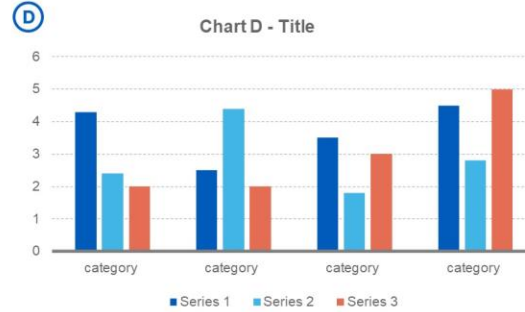
Mauris orci mi, varius id diam id, egestas auctor enim. Praesent ut massa nibh. Duis purus neque, facilisis cursus ultrices vel, ullamcorper ac augue [See Figure A]. Donec:

- A. Sed in risus nibh. In nisl quam, aliquet sed nibh sitamet, faucibus placerat dui.
- B. Fusce quis augue scelerisque, luctus rum sed, ut dolor pulvinar urna in eros posuere.
- C. In elementum orci dignissim proin semper ipsum.



| Table 1 - Title |      |       |      |
|-----------------|------|-------|------|
| 8.01            | 7.99 | 5.77  | 6.44 |
| 4.50            | 3.11 | 9.55  | 1.12 |
| 6.15            | 8.00 | 6.18  | 5.65 |
| 8.21            | 2.16 | 3.11* | 7.17 |

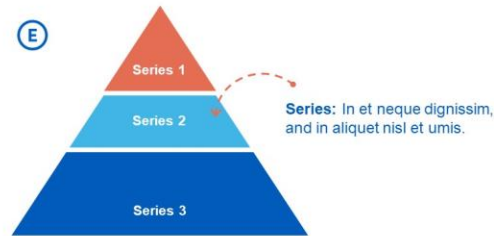
\*Unamcorper efficitur sed in nulla.



## Results

Mauris orci mi, varius id diam id, egestas auctor enim. Praesent ut massa nibh. Duis purus neque, facilisis cursus ultrices vel, ullamcorper ac augue. Donec semper lorem vitae urna pulvinar.

Sed in risus nibh. In nisl quam, aliquet sed nibh sit amet, faucibus placerat dui. Fusce quis augue scelerisque, luctus rum sed, porta ut dolor. In pulvinar urna in eros posuere, in elementum orci dignissim.



### MAURIS ORCI MI VARIUS ID DIAM

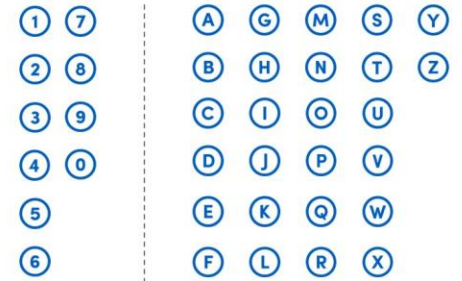
Egestas auctor enim. Praesent ut massa nibh. Duis purus neque, facilisis cursus ultrices vel, ullamcorper ac augue. Donec semper.

## Conclusion

Mauris orci mi, varius id diam id, egestas auctor enim. Praesent ut massa nibh. Duis purus neque, facilisis cursus ultrices vel, ullamcorper ac augue. Donec semper lorem:

- Sed Risus Nibh:** Ciln nisl quam, aliquet sed nibh sitamet, faucibus placerat dui augue scelerisque.
- Curabitur Accumsan Nulla:** Fusce quis augue urna scelerisque, luctus rum sed, ut dolor in pulvinar.
- Elementum Orci Dignissim:** Proin semper ipsum finibus quam tempor, vitae consectetur.

## Graphic Elements



## References

- Phasellus nec lectus bibendum, posuere nibh id, lacinia magna
- Mauris orci mi, varius id diam id, egestas auctor enim
- Duis vitae tincidunt tortor, vitae sollicitudin magna
- Aenean et est sem. Phasellus nec lectus bibendum, posuere
- Lacinia magna. Mauris orci mi, varius id diam id, egestas auctor
- Mauris orci mi, varius id diam id, egestas auctor enim

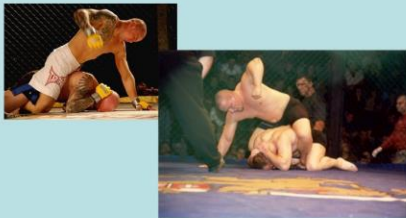
# Emotional and Attitudinal Responses to Viewing Mixed Martial Arts

## BACKGROUND

Mixed martial arts (MMA) is a combat sport held in a ring or cage, in which two men wearing shorts and small gloves attempt to knock out, choke, or otherwise submit their opponent. MMA is the most popular televised fighting sport among young men, and attracts more viewers than most baseball and basketball games on cable television.

Research on MMA viewers has revealed that the primary motivation for viewing this sport is the competitive and sporting aspects rather than its violent qualities (Cheever, 2009; Kim, Greenwell, Andrew, Lee, & Mahoney, 2008) and that men who are MMA fans do not report feeling overly aggressive while watching it (Cheever, 2009). These inquiries yielded contradictory results to studies that have shown a link between viewing violence on television and heightened levels of aggression, hypermasculinity, and antisocial behavior among male viewers (Greene & Krmar, 2005; Scharrer, 2001; Scharrer, 2005).

Cheever (2009) discovered viewing mixed martial arts does not contribute to antisocial or violent behavior; rather it appears to promote male bonding and socialization. In a study on non-fans of MMA, 45% had a favorable view of the sport, and most people reported liking some violence in the sports they watch. Further, desensitization to violent content occurs after repeated exposure to violent TV content and violent video game playing (Carnagy, Anderson & Bushman, 2006), while a fear effect occurs while viewing fictional violence on television (Potter & Smith, 2000).



## OBJECTIVE

While previous inquiries into viewing MMA have shown viewer motivations and levels of interest, they have not addressed the emotional reactions the sport induces. The present study examines emotional and attitudinal responses to viewing MMA among three groups of viewers—extreme (hardcore) fans, casual observers, and non-fans—to determine levels of desensitization, aggression, excitement, and other psychological effects of viewing a real violent sport.

## HYPOTHESES

**H1:** Participants who are hardcore MMA fans will show no significant difference in levels of aggression, anxiety, and disgust after viewing the MMA clips than after viewing baseline clips

**H2:** Participants who are not MMA fans will show significantly higher levels of anxiety and disgust, while casual fans will show significantly higher levels of aggression and excitement, after viewing the MMA clips

## METHODS

### Experiment of mixed martial arts viewing on 40 male non-fans (35%), casual fans (35%), hardcore fans (30%)

- ▶ Recorded responses to viewing MMA matches using Classroom Response Devices (clickers)
- ▶ Responses recorded during neutral, pre-fight clip and post-fight clips
- ▶ Rated the intensity of their reactions on six adjectives—aggression, excitement, involvement, anxiety, disgust, and empathy from 1 (not at all) to 5 (highest level)
- ▶ Neutral clips shown to bring men back to normal levels and record baseline responses
- ▶ Post-study questionnaire regarding general attitudes and opinions toward MMA, and demographic questions



### Video Clips

Participants were shown an instructional video, a practice video, and a 42-minute video including two- to three-minute segments of MMA fights and the neutral *Planet Earth* series projected onto a large, classroom screen with seats arranged in a theater-style viewing pattern, during which they recorded their responses.

## RESULTS

*Table 1.* Significant changes in baseline and post-fight levels of emotions by fan level

| Fan-level | Time of measurement |                         | t        | df |
|-----------|---------------------|-------------------------|----------|----|
|           | Baseline            | Post-fight              |          |    |
| Non-fan   | Aggression          | 1.49 (.49) 2.19 (.84)   | -3.83**  | 13 |
|           | Disgust             | 1.17 (.30) 2.00 (1.23)  | -2.57*   | 13 |
| Casual    | Aggression          | 1.91 (1.08) 2.81 (.95)  | -4.47**  | 13 |
|           | Anxiety             | 1.79 (.65) 2.70 (.77)   | -6.16*** | 13 |
|           | Excitement          | 2.76 (.95) 3.51 (.80)   | -3.23**  | 13 |
| Hardcore  | Aggression          | 1.34 (.32) 2.11 (1.09)  | -4.53**  | 11 |
|           | Involvement         | 2.58 (1.25) 3.01 (1.23) | -2.45*   | 11 |

Note. \*p<.05, \*\*p<.01, \*\*\*p<.001. Standard deviations appear in parenthesis next to the means.

*Table 2.* Significant changes in pre-fight and post-fight levels of emotions among all participants

|             | Time of measurement |             | t        | df |
|-------------|---------------------|-------------|----------|----|
|             | Pre-fight           | Post-fight  |          |    |
| Aggression  | 2.01 (1.02)         | 2.51 (.96)  | -4.43*** | 39 |
| Disgust     | 1.47 (.87)          | 1.70 (.95)  | -2.81**  | 39 |
| Anxiety     | 1.95 (.90)          | 2.16 (.87)  | -2.12*   | 39 |
| Excitement  | 2.80 (1.16)         | 3.26 (.93)  | -3.76**  | 39 |
| Involvement | 2.47 (1.13)         | 2.95 (1.11) | -4.58*** | 39 |
| Empathy     | 1.71 (.86)          | 2.10 (.91)  | -4.61*** | 39 |

Note. \*p<.05, \*\*p<.01, \*\*\*p<.001. Standard deviations appear in parenthesis next to the means.

## SUMMARY

- All men showed significantly higher aggression levels after viewing MMA
  - Inconsistent with previous findings of self-reported survey methodology
- H1 partially confirmed
  - No significant differences in anxiety and disgust among heavy viewers
  - Significant differences in aggression levels
- H2 confirmed
  - Non-fans showed significantly higher levels of aggression and disgust after viewing the clips
  - Casual fans showed significantly higher levels of aggression, anxiety and excitement after viewing the MMA clips



## CONCLUSION

### MMA Viewing Induces Aggressive Feelings

- ▶ Men return to normal levels immediately after viewing
- ▶ Suggests little to no long-term effects on those who view it, even when viewing it for the first time
- ▶ Mean level of aggression for the men at baseline was a two out of five; participants' mean aggression level was 2.5 after viewing the clip
- ▶ Aggression is a feeling, not a behavior; no support for MMA inducing violent behavior
- ▶ Some aggression is normal; may or may not match cultural standards

### Viewing Levels Indicate Reaction Levels

- ▶ Casual fans feel more excited, anxious and aggressive after viewing MMA
- ▶ Hardcore fans feel more involved
- ▶ Results appear to be consistent with previous research (Cheever, 2009) that showed two types of fans, casual and hardcore
- ▶ Desensitization among extreme (hardcore) fans
- ▶ Violent qualities of MMA may cause feelings of disgust in first-time viewers, especially in ground fighting

## LIMITATIONS AND IMPLICATIONS

### Sample

- ▶ Mostly single college students
- ▶ Small sample size

### Procedure

- ▶ Self-report
- ▶ Recorded feelings, not behaviors
- ▶ Clips may not be representative of the extremes

### MMA

- ▶ MMA may cause children to believe violence is OK and normal
- ▶ People who do not understand the sport may have negative view
- ▶ Popularity is indicative of Americans' tolerance for violence on television





# Media and Technology Used to Cope with Posttraumatic Stress Disorder



Jose Lara-Ruiz, B.A. | Nancy A. Cheever, Ph.D. | California State University, Dominguez Hills

## Introduction

- Posttraumatic Stress Disorder (PTSD) has been linked to impulsive, risky and addictive behaviors; including alcohol, drugs and self-harm behaviors (American Psychiatric Association, 2013; Weiss, Tull, Viana, Anestis & Gratz, 2012)
- A number of PTSD comorbid disorders (e.g., General Anxiety Disorder, Substance Use Disorders, Mood disorders) have been linked to excessive Internet and media use (Hormes, Kearns & Timko, 2014; Yellowlees & Marks, 2007)
- Research has also found a link between media exposure and increased PTSD symptomatology (Ahern et al., 2002, 2004; Schuster et al., 2001; Schlenger et al., 2002)

## Purpose

- This study investigated the alternate avoidance mechanisms used by veterans and non-veterans to cope with PTSD

## Hypotheses

- H1: Media and technology will be used as a maladaptive coping mechanism by those with PTSD compared to those without PTSD.
- H2: Participants with PTSD would engage in more online risky behaviors.

## Method

### Sample

- N = 302
  - Student Veterans (SVs) (n = 65)
  - Non-SVs (n = 235)
- Female (51%), Male (49%)
- Age: 18 – 61 yrs.
- Ethnicity: Asian (13%), African-American (18%), Caucasian (17%), Hispanic/Latino (45%), Other (7%)

### Measures

- Impact of Event Scale
  - (IES; Horowitz, Wilner, & Alvarez, 1979)
- Media and Technology Usage and Attitudes Scale
  - (Rosen, Whaling, Carrier, Cheever & Rokkum, 2013)
- Online Risky Behavior Inventory

## Results

- H1: ANOVA results for Media and Technology Use by Level of PTSD in each sample

|                      | Veterans |       | Civilians |       | F    | p      |
|----------------------|----------|-------|-----------|-------|------|--------|
|                      | Mean     | SD    | Mean      | SD    |      |        |
| MTUA Subscale        | 27.41    | 9.17  | 25.61     | 7.27  | .173 | > .05  |
| E-mailing            | 21.76    | 7.01  | 23.52     | 6.01  | .329 | > .05  |
| Text messaging       | 14.17    | 3.84  | 13.02     | 4.71  | .978 | > .05  |
| Phone calling        | 55.64    | 21.93 | 61.33     | 19.61 | .185 | > .05  |
| Smartphone usage     | 8.94     | 5.47  | 11.11     | 4.41  | .048 | > .05  |
| TV viewing           | 16.41    | 8.88  | 18.97     | 9.24  | .461 | > .05  |
| Media sharing        | 27.00    | 9.84  | 28.47     | 7.69  | 2.39 | > .05  |
| Internet searching   | 15.29    | 8.08  | 15.11     | 8.30  | 3.63 | < .05* |
| Video gaming         | 43.91    | 20.61 | 44.57     | 20.83 | 3.08 | < .05* |
| Social media usage   | 10.66    | 5.64  | 10.26     | 3.50  | .397 | > .05  |
| Facebook friendships | 4.50     | 3.03  | 4.34      | 3.52  | 2.70 | > .05  |
| Online risk-taking   |          |       |           |       |      |        |

Note: \* = p < .05

## Results

- H2: Individuals with higher levels of PTSD were four times more likely than those with low levels of PTSD to engage in online risky behavior, (ExpB = 4.298, p < .05)

## Discussion

- Findings support previous research that has determined that individuals with PTSD engage in risky behaviors to cope
- Results suggest that media and technology are indeed commonly used to cope with PTSD.
  - SVs play more video games
  - Non SVs use more social media
- The findings have implications for treatment, development and/or improvement of programs to better serve individuals dealing with PTSD

## Future Directions

- Continued research is needed with Student Veteran populations
- Research should focus on the association between PTSD and problematic Internet and media use

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# POSTER PRINTING

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- Leave yourself enough time to print
  - Print shop may get backed up with volume of posters
- Show to multiple people before printing
  - Mentor(s), peers, professors
- Consider vinyl if you want to keep (costs more but lasts forever)

# DAY OF CONFERENCE

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- Dress appropriately
- Be prepared!
- Bring copies of your abbreviated study
- Bring tacks (if none provided)
- Arrive early
- Treat everyone equally
  - You never know who is judging you!

# RESOURCES

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- [Canva: Visual Suite for Everyone](#) (free design software)
- <https://www.posterpresentations.com/html/research-poster-design-samples.html> (has free PowerPoint academic poster templates)
- <http://colinpurrington.com/tips/academic/posterdesign> (tips for creating dynamic posters)



**Thank you!**