



PSYC101.003: EXPERIMENTS IN GENERAL PSYCHOLOGY

-Research Project Guidebook-



Table of contents

Section	Page
Overview.....	2
Project Schedule.....	4
Reporting Your Experiment: Tips for Each Section (& Grading Rubrics)	5
Randomly Assigning Participants to Conditions	10
Sample Materials: Consent Form, Suspicion Check/Debriefing	11
Reporting ANOVAs, Creating APA Tables & Figures	14
Poster Presentation Grading Rubrics	16
Creating a Research Poster in Microsoft PowerPoint.....	17
Poster Printing Resources	22

- PROJECT TITLE:** Original Research: Experiments in Psychology
- TOTAL POINT VALUE:** 150 points (Research Report: 100 points, Poster Presentation: 50 points)
- PAGE REQUIREMENTS:** Min: 5, Max: 10 (Not including title page, references, or appendices)
- PROJECT OVERVIEW:** The science of psychology, like biology, chemistry, physics, and many others, is moved forward by the engine of research and experimentation. To help you become proficient at this most crucial element of psychology, student teams (5 students per team) will conduct, write-up, and report an original psychological research project.

With on-going support from your TAs, instructor, and this packet, student teams will construct and execute a psychology experiment featuring the following **independent variable**...

1. Goal Difficulty (High vs. Low)

As well as the following **dependent variable**...

1. Goal Performance

In total, teams will:

- ✓ Research the topic of interest by reading primary source research articles
- ✓ Use the IV and DV to develop an experiment
- ✓ Carry out the experiment using friends/family members/peers as participants
- ✓ Write up the experiment and its results in an APA (American Psychological Association) style research report (1 per team)
- ✓ Officially report their project through a Poster Show

Since the experimentation process in psychology is intensive, student teams will be provided with extensive support in the form of in-class project work days and written supplements. We will break the experiment down into small steps, and week by week, the entire research project and report will come together.

- PROJECT PHASES:** There are three major phases of your original psychological research project:
1. Conducting the Experiment
 2. Writing Up the Experiment
 3. Presenting the Experiment via Poster Presentation

Each phase is broken into smaller sections that must be completed in order to create a cohesive whole. These smaller sections are:

CONDUCTING THE EXPERIMENT:

The psychology experiments that we will conduct will have the following elements (our project work days will be used to instruct teams on how to create these elements):

1. A consent form
2. A research script
3. A manipulated independent variable
4. A measured dependent variable
5. A “manipulation check” questionnaire
6. A suspicion check/debriefing form

WRITING UP THE EXPERIMENT:

We will write up our experiments in official APA style format. APA style research reports contain 5 major sections:

1. Abstract
2. Introduction section
3. Methods section
4. Results section
5. Discussion section

In addition to these major sections, your reports will contain a title page, references page, and appendices which contain all of your experimental materials from the “conducting the experiment” phase.

PRESENTING THE EXPERIMENT:

Your original psychological research project will culminate in a poster presentation at a poster show. You will:

1. Create a poster using Microsoft PowerPoint that summarizes 4 of the 5 major sections (no abstract) of your APA style research report. (This means that once your paper is written, you need only to summarize what you have already written in order to create your poster.)
2. Present your poster at a poster show.
 - a. The attendees of the poster show will be your instructor, TAs, classmates, and any patron of the University that wishes to attend the poster show session. Poster shows are one of the major ways that original psychological research is proliferated at social psychology conferences. Our poster show will be conducted in a manner similar to professional shows.
3. Answer questions that are asked about your research project.

PROJECT SCHEDULE

WRK: Worksheet	MC: Mastery Check	PA: Project Assignment
Week	Tuesday	Thursday
1	8-20 Introduction to Psyc101.003	8-22 WRK1 (Ch. 1 & 2) The Evolution of Psychological Science MC1b
2	8-27 Research Methodologies MC2a	8-29 <i>Project Work - Project introduction, team assignment, theory discussion</i>
3	9-3 WRK2 (Ch. 4) Sensation & Perception MC3a	9-5 Sensation & Perception MC3b
4	9-10 WRK3 (Ch. 5) Variations in Consciousness MC4a	9-12 Variations in Consciousness MC4b
5	9-17 <i>Project Work (PA: ABRI, ABR2) – Literature review, manipulation of IV, measurement of DV</i>	9-19 EXAM 1
6	9-24 WRK4 (Ch. 6 & 7) Learning Theory MC6a	9-26 Memory MC6b
7	10-1 WRK5 (Ch. 8) Cognition & Problem Solving MC7a	10-3 <i>Project Work (PA: Final manipulation of IV, measure of DV) – Manipulation check, consent form, experiment script, suspicion check, debriefing</i>
8	10-8 WRK6 (Ch. 9) Motivation MC8a	10-10 Emotion MC8b
9	10-15 EXAM 2	10-17 OFF – Fall Break
10	10-22 <i>Project Work (PA: Final manip check, consent, experiment script, suspicion, & debrief) – Final inspection of all experiment materials</i>	10-24 WRK7 (Ch. 10) Child Development MC10b
11	10-29 Adolescent & Adult Development MC11a	10-31 WRK8 (Ch. 15) Social Thinking & Learning MC11b
12	11-5 Social Behavior MC12a	11-7 <i>Project Work (PA: Completed excel file [found on Sakai] with participant data) – Statistical analysis, reporting results</i>
13	11-12 WRK9 (Ch. 12) Stress & Coping MC13a	11-14 Stress & Coping MC13b
14	11-19 WRK10 (Ch. 13) Psychology Disorders MC14a	11-21 <i>Project Work (PA: Complete draft of APA style research report) – Peer review of research report, Poster construction</i>
15	11-26 POSTER SHOW	11-28 OFF – Thanksgiving Break
16	12-3 POSTER SHOW	FINAL on 12-12 at 8:00am

Reporting Your Experiment: Guide to Sections & Grading Rubrics

The following is an information guide for your Psyc101.003 research project. The following are *some* of the most important pieces of information that should be in each section of your APA style research report. If you hit on the following major points you can expect to have a strong start to your research report, but remember factors such as the quality of the design of your experiment (not the actual results) and the quality of your writing factor into your final grade.

TITLE PAGE (1% OF RESEARCH REPORT TOTAL POINTS)

- ✓ Follows APA style guidelines
- ✓ Appropriate and informative title
- ✓ Researchers listed in alphabetical order and institution is listed underneath names

ABSTRACT (2.5% OF REPORT TOTAL POINTS)

- ✓ Clear, concise (brief) summary of the entire project
- ✓ Contains 1-2 sentences about dependent variable followed by 1-2 sentences about independent variable
- ✓ Includes 1-2 sentence statement of hypothesis
- ✓ Includes 1-2 sentence statement of results (without statistics)

INTRODUCTION (40% OF TOTAL POINTS)

(Introductions generally start broadly in scope then gets more specific)

- ✓ Introduces the general topic of interest which is related to (or is) the Dependent Variable, this includes:
 - Identification of your main topic
 - (e.g., Self-Control)
 - Identification of your conceptual dependent variable
 - (For my example, self-control is both the major topic of interest and the conceptual dependent variable)
 - An explanation of **why** we should be studying this...what is important and/or interesting about your variables
 - (For example, self-control is related to criminal behavior thus it is important to study self-control in order to better understand what causes criminal actions)

- ✓ Next it should introduce a description of a theory about your dependent variable
 - (For example, one major theory about self-control is the limited resource model of self-control...I would introduce this model/theory next. I would try to thoroughly but clearly describe the theory.)
- ✓ Next it should introduce a description of what is already known to effect/influence your dependent variable.
 - This involves describing previous research studies that investigated what effects your DV of interest.
 - To adequately do this, describe the basic procedure of the study
 - (For instance – “Baumeister & Vohs (1994) investigated whether having to resist a temptation resulted in a reduction of self-control resources. To do this, the authors randomly assigned participants to either a temptation or a no-temptation condition. In the temptation condition, participants had to resist eating chocolate chip cookies. In the no temptation condition, participants had to resist eating radishes. All participants subsequently completed a self-control task wherein they held a hand-grip exerciser closed for as long as they could. Baumeister & Vohs (1994) found that participants in the temptation condition held the hand-grip exerciser closed for a significantly shorter period of time than participants in the no-temptation condition, indicating that resisting a temptation results in a reduction of self-control resources.”)
 - Notice that the description above described how the dependent variable was measured before (with the hand-grip exerciser). This is important because the way you measure your dependent variable should be similar.
 - You should describe 2-3 studies in this format. Additionally, these studies should be related in a way that makes sense for them to be described one after another.
- ✓ Next it should briefly describe what is *not yet known* about your DV
 - This will allow you to transition into a description of your Independent Variables
- ✓ Next it should introduce a description of what is already known that your Independent Variable influences/effects.
 - This is very similar to above, and involves describing previous research studies that investigated what your Independent Variables effect/influence.
 - Again, to adequately do this, describe the basic procedure of the study but this time you are most interested in the Independent Variables (what is manipulated) rather than the Dependent Variable (what was measured).
 - (For instance – “Brehm & Brehm (1981) describe reactance as the motivation to engage in a threatened behavioral freedom. For example, if one’s freedom to choose to eat at McDonald’s for dinner is threatened, reactance would motivate him/her to eat at McDonalds tonight for dinner. Brehm & Kurt (1983) demonstrated the reactance effect by randomly assigning participants into either a reactance or no reactance condition. Participants in the reactance condition had their freedom to choose a poster to buy threatened, whereas participants in the no-reactance condition did not have their freedom threatened. Brehm & Kurt (1983) found that more

- participants who had their freedom threatened bought the poster than participants who did not have their freedom threatened.”)
- Notice that the description above described how the independent variable has been manipulated before (the threatened choice vs. no threat).
 - You should describe 2-3 studies in this format (this information should come from your ABRs)
- ✓ Next it should provide a reason **why** your IV should influence your DV. This reason should be **directly related** to the theories about your dependent and independent variables.
- This section should provide a reasonable justification as to why your IV should influence your DV and it should be based on theory.
 - (Claiming that it “would be interesting to do” is not a theoretical reason...nor is any reasoning based on personal experience or stories of others.)
- ✓ Next, it should provide a very clear, straight-forward description of your hypothesis
- This can be done in 1-2 sentences and should be explicitly labeled
 - (e.g., “Therefore, I hypothesized that inducing reactance while one is ego depleted will result in decreased goal commitment compared to when one is not ego depleted.”)
 - This should be followed by a statement of what this hypothesis will add to the literature if it is correct
 - (e.g., “If supported, this research will expand the limited resource model of self-control to include that reactance may diminish goal commitment, a crucial element of self-control, a heretofore unexplored effect.”)
 - This should also include a statement of why it is interesting/ imperative to do this study
- ✓ Finally, your grammar and spelling are just as important in scientific writing as they are in creative writing. Your research is important and cannot be understood if your writing quality is poor. Drafting and revising is the only way to make sure your writing is up to par with your research.

METHODS (15%)

(See an APA Style Writing Guide for exact guidelines [I have posted one such guide, written by Dr. Michael Kitchens, on Sakai], such as what to bold, what to indent and where, etc. Many of these guides can be found for free online.)

- ✓ Participants
 - Statement of how many participants were utilized and where they were from
 - An indication of how many were male and how many were female
 - A statement of the age-range and the average age of your participants
- ✓ Procedure
 - The procedure section should touch on the following:
 - When and where the study was completed
 - How consent was obtained

- What participants were told about the study (the “Cover story” - make sure to make a reference to the researcher script and attach the script in the appendix)
- Statement of how the IV was manipulated (i.e., operationalized)
 - Make sure to include a **citation** if the manipulation that you used came from a previous experiment
- Statement of how the DV was measured (i.e., your dependent measure)
 - If you used a likert scale:
 - Report the number of items on the scale
 - What the response options were (e.g., “From 1 (Strongly Disagree to 7 (Strongly Agree)”)
 - How you obtain the final scale score (e.g., “After reverse coding items 5, 7, and 10 a mean Relationship Strength score was calculated from items 1-10”).
 - Attach the actual likert scale used in the experiment in the appendix section
 - **Citation** if your dependent measure came from a previous experiment
- A clear description of your manipulation check
- A statement about the suspicion check/debriefing used in the experiment
- ✓ Overall Organization
 - The procedure should be presented chronologically
 - This means that it should be presented in the order that the experiment was actually run
 - For instance - Consent form, the manipulations, the dependent measure, the suspicion check, then the debriefing.

🔗 RESULTS (10%)

(See an APA Style Writing Guide for exact guidelines, such as what to bold, what to indent and where, etc. Many of these guides can be found for free online.)

- ✓ See the “Reporting ANOVAs, Creating APA Tables & Figures” section of this guidebook for what and how to report in your results section. We will be conducting an Analysis of Variance (ANOVA) test to determine whether or not our hypothesis was supported, therefore you will be reporting an ANOVA.
- ✓ Report whether the hypothesis was supported or not.
- ✓ Results should be reported in the appropriate **APA** format

🔗 DISCUSSION (25%)

- ✓ Your discussion should answer the following questions; the order of how you answer them however is entirely up to you. The discussion section is more individualistic and therefore more flexible than how one would write the introduction section.
 - What do your findings mean? What do they mean in relation to your hypothesis and literature review? Put into plain English what your results section means.

- What are the **theoretical** implications of your findings? How do they fit with your theory? Do they support your theory or do they contradict it?
 - You need to address all of these concerns whether you have found a significant result or not.
 - Especially with non-significant results, you must do your best to try and explain why you didn't find a significant difference, and what could have *potentially* happened that explains why you didn't.
- What are the **practical** implications of your findings? How do they relate to the "real world"?
- Thoroughly describe any **limitations or flaws** of your experiment
 - Explain why these are a problem, and how you might be able to address them in future research
- Describe what future research studies should focus on in your field of interest.
- Are there any other areas of interest that you can move your research into?
 - For instance, if you conducted a study investigating how a person's relationship strength with his/her partner is affected if the partner experiences a need (they need help with something) and found that the relationship gets stronger after the need is resolved, what could you do in a future study to follow up on this?
- ✓ Most important of all in the discussion section is to be excited about the potential for your research! It can make a difference to both the science and everyday human life...even non-significant findings contribute to the science by indicating new directions that we must take in our research

REFERENCES (1.5%)

- ✓ Listed in alphabetical order
- ✓ References and in-text citations both follow APA style guidelines (See APA style guide).
- ✓ At least 5 peer-reviewed journal references

WRITING STYLE (5%)

- ✓ Writing style includes proper grammar, spelling, punctuation, and flow to writing.
- ✓ The best (some people say only) way to improve your writing style for any document is the go through 2-3 revisions of it AFTER it is completely drafted.

Sample Materials: Consent Form, Suspicion Check/Debriefing

The following are sample materials; they are to be used as guides. You do not need to reinvent the wheel for this portion of the experiment. Simply take your information and plug it into these pre-existing forms to create your consent form and your suspicion check/debriefing forms.

Page 1 of 2

Initials _____ Date _____

CONSENT FORM

Project Title	<i>Insert the title of your experiment here (you create the name)</i>
Why is this research being done?	<i>This is a research project that is being conducted as part of a class project for Psyc101.003 General Psychology. It is being conducted by (Insert your names here in alphabetical order) under the supervision of Dr. Steven Buzinski at the University of North Carolina, Chapel Hill. We are inviting you to participate in this research because you are at least 18 years of age. The purpose of this research is to study (insert your general topic of interest but not your specific hypothesis).</i>
What will I be asked to do?	<i>This research is being conducted in (insert where the experiment will be conducted). The whole experiment should last no more than (insert how long it will last).</i> <i>Insert here a very brief (3-4 sentences) description of what participants will be asked to do. Do not explicitly list the manipulation, but remember that you cannot lie in a consent form. It must be truthful but it should not describe the specific hypothesis or manipulation in order to avoid "experimenter demand" effects.</i>
What about confidentiality?	<i>We will do our best to keep your personal information confidential. To help protect your confidentiality: (1) your name will not be included on the surveys or other collected data; (2) a code will be placed on the survey and other collected data; (3) through the use of an identification key, the researcher will be able to link your survey to your identity; and (4) the identification key will be kept in a locked room and only the researcher will have access to the identification key. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.</i> <i>You will be provided with confidentiality throughout the experiment by completing all materials within the designated area(s).</i>

	<i>Your information may be shared with representatives of the University of North Carolina, Chapel Hill or governmental authorities if you or someone else is in danger or if we are required to do so by law.</i>
What are the risks of this research?	<i>There are no known risks involved in this study. However, we do encourage you to maintain your anonymity in any questionnaires by not listing your name.</i>
What are the benefits of this research?	<i>This research is not designed to help you personally, but the results may help the investigator learn more about the factors that influence (insert your general topic of interest). We hope that, in the future, other people may benefit from understanding (insert your general topic of interest).</i>
Do I have to be in this research? Can I stop participating at any time?	<i>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. You will receive a copy of this consent form for your records.</i>

Page 2 of 2

Initials _____ Date _____

What if I have questions?	<i>This research is being conducted by (insert your names). If you have any questions about the research study itself, please contact Dr.Buzinski at: Buzinski@email.unc.edu.</i>	
	NOTE. THIS RESEARCH HAS NOT BEEN REVIEWED BY THE UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL INSTITUTIONAL REVIEW BOARD (IRB). THIS RESEARCH IS PART OF A CLASS PROJECT AND THEREFORE NOT AN OFFICIALLY REVIEWED PROJECT UNDER THE UNC IRB.	
Statement of Age of Subject and Consent	<i>Your signature indicates that: you are at least 18 years of age;, the research has been explained to you; your questions have been answered; and you freely and voluntarily choose to participate in this research project.</i>	
Signature and Date	NAME OF SUBJECT	

	SIGNATURE OF SUBJECT	
	DATE	

SUSPICION CHECK/DEBRIEFING QUESTIONNAIRE

1. This section is your suspicion check:

“So there is a little more to today’s study than we have told you about so far...I was wondering, do you have any idea as to what that might be?”

(Make sure to record any participant answers in the box for later analysis)

2. This section is your debriefing portion:

“Before I tell you exactly what the experiment was about today, I just want to take a moment to let you know why sometimes it’s necessary for us to not tell you everything until after the experiment is over.

In order to get information that we can use, it is very important that participants respond to questions as naturally as possible. The ideal is for participants to respond just like they would in their everyday lives. If we told participants exactly what we were studying right away, it might influence the way that they respond to questions. Since we need everybody to answer as naturally as possible, we have to withhold some information until after the experiment is over.”

“Did I make it clear why we withhold some information?” *(Allow participant time to respond).*

Next, tell the participant all about the purpose, intent, IV, & DV of your experiment (the participant should leave understanding what they just went through).

How to Report ANOVAs and Create APA Tables & Figures

One of the most exciting aspects of a psychological research project is conducting the statistical analyses to determine whether or not your hypothesis has been supported. Once the analyses are completed, they must be reported in a coherent manner. Below are some of the most important aspects of reporting your results in a psychological research report.

Section of the APA research report that this form helps with: **Results section**

There are literally hundreds of different statistical tests, but fortunately because we all used continuous (scale-type) dependent measures, we can all conduct the same statistical test: the one-way Analysis of Variance (commonly called the ANOVA). Here is how we report an ANOVA in our results section:

- First very briefly report the main hypothesis of the experiment as well as the statistical test used.
 - (For example, “To investigate the influence of goal framing on self-regulatory attitudes, a one-way (Goal Framing: Restrictive vs. Not Restrictive) between-subjects ANOVA was conducted.”)
- Then report what is called the F-test, this is what tells you whether or not your hypothesis was supported by your experiment.
 - (For example, “As shown in Table 1, this analysis revealed a main effect of goal framing on self-regulatory attitudes, $F(1, 58) = 5.12, p < .05$.”)
- Then report your specific condition means.
 - (For example, “Participants in the restrictive goal frame condition reported significantly more positive attitudes toward temptations ($M = 6.13, SD = .88$) than participants in the not restrictive goal frame ($M = 2.13, SD = .67$.”)

This is the DV

This is the IV

This is how you report a supported hypothesis

The statistical test

This is the other level of the IV

This is one level of the IV

After reporting your ANOVA you would insert into the Results section two visual aids, an APA-style table and an APA style figure.

- **Here is what an APA style table looks like (on the next page):**

Table 1.

Summary of Analysis of Variance

Source	SS	DF	MS	F
Goal Frame	5.79	1	5.79	5.12*
Error	65.55	58	1.13	

Note. * $p < .05$

- **Here is how you create an APA style figure:**

1. Open Microsoft PowerPoint (the 2007 or 2010 version)
2. Click on the “Insert” tab, then click on the icon for “Chart”
3. A box will pop up, simply hit “Ok” so that you select the default chart option.
4. A chart will appear on your screen and a Microsoft excel file will open as well.
 - a. You will enter your data in the Microsoft excel file, and it will automatically change the size of the bars on the chart in the PowerPoint document.
5. In the Excel document: Move the blue box so that only “Category 1” “Category 2” and “Series 1” remain within its boundary.
6. Next erase the name “Category 1” by clicking on its cell and hitting the delete key, then enter the name of one level of your IV.
7. Next you will do the same for “Category 2” except that you will enter the name of the other level of your IV.
8. Finally, do the same for “Series 1” except here you should enter the name of your DV.
9. Now, replace the numbers next to the appropriate levels of your IV with your own experimental **means**.
10. The chart in your PowerPoint document should now reflect your own experiment’s information.
11. Feel free to play with the look of the figure (colors of the bars, etc.) to make it look just the way you want it to look.
12. When you are done, you can simply copy the figure in the PowerPoint document, and paste it into your Research Report (which should be in a Word document format).
13. Make sure to save your PowerPoint document in case you have to make changes to the chart later.

Poster Presentation Grading Rubrics

Poster Presentations

-PSYC101.003 General Psychology-

Judge: _____ Team: _____

Evaluation Criteria	Technical (25%)	Score	Comment
Legibility	Adequate font size, quality of printing, readability	/10	
Materials	Materials created a polished poster; does not look sloppy or hastily constructed	/5	
Overall Visual Appeal	Layout of text appealing; colors support readability; figures & tables look finished and professional	/10	

Evaluation Criteria	Content (75%)	Score	Comment
Title	Effectively highlights the poster's subject matter	/3	
Authors	Students listed; institutional affiliation listed	/2	
Introduction	Adequate background and theory considering constraints; contains at least 3-4 in-text citations; clear hypothesis stated	/20	
Methods	Clear outline of procedures; can understand total experiment; contains any necessary in-text citations; no errors	/10	
Results	Adequate information; All statistics reported in APA style; no technical errors	/10	
Tables/Figures	Contains figure and table; Communicates key facts/concepts from results; proper captions	/10	
Conclusions	Discusses <i>implications</i> of results; discusses limitations of research; discusses potential future directions	/20	

USING POWERPOINT TO CREATE A PROFESSIONAL-STYLE POSTER

DR. LOU MANZA, PROFESSOR OF PSYCHOLOGY, LEBANON VALLEY COLLEGE

JANUARY 2010

DOCUMENT OVERVIEW

This document is intended to provide students with a basic overview on how to use PowerPoint⁽²⁰⁰⁷⁾ to create professional-style posters to submit for course requirements or research conferences. As a general guide, the information herein does not describe all of the software features that may be utilized for this purpose; students are encouraged to explore the various nuances of PowerPoint to create effective displays of their research activities.

GETTING STARTED

1. BEGINNING A POSTER WITH A BLANK SLIDE. First open PowerPoint by double-clicking the software icon, and make sure that the HOME tab is highlighted. Then click on the default slide that appears on the screen to highlight the entire slide, and then select “Delete” within the “Slides” section of the HOME tab; this removes the default starting slide. Select “New Slide” within the “Slides” section of the HOME tab, and then choose the “Blank” option to make a new slide, with no default boxes, appear on the screen.

2. VIEWING A POSTER DURING EDITING. Click on the VIEW tab to highlight the options within this section, and then click on the “Zoom” option within the “Zoom” portion of this tab. Select an option within the 50-100% range, to allow you to see text clearly as it is being entered into the poster, and then click [OK].

3. SETTING UP THE POSTER SIZE. Click on the DESIGN tab to highlight the options within this section, and then click on the “Page Setup” option within the “Page Setup” portion of this tab. On the left side of the “Page Setup” window, set the Width of the poster to 42 inches, and the height to 36 inches. On the right side of this same window, select the “Landscape” orientation, and then click [OK].

CREATING TEXT BOXES

1. ESTABLISHING & OUTLINING BOXES. Click on the INSERT tab to highlight the options within this section, and then click on the “Text Box” option within the “Text” portion of this tab. Then go to the poster, and click on any blank space; a text box will appear. Then click on the FORMAT tab that will appear under the “Drawing Tools” option (this option only appears when a text box has been created). Click on the “Shape Outline” button within the “Shape Styles” portion of this tab, and choose the color of the text

box's outline by clicking on the desired color; the text box will now have an outline. You can also alter the appearance of the box's border by first clicking on the "Shape Outline" button, then select "Weight" or "Dashes," and then choose a desired option.

2. MOVING & EXPANDING BOXES. To move a box, first select it by clicking on it, and then move the cursor to either the top or bottom edge of the box until you see a 4-direction arrow appear on the screen. Then left-click and hold the mouse, and then move the box to wherever you'd like. To expand the width of a box, click on the box to highlight it, and then move the cursor to the right edge of the box, until a bidirectional arrow appears. Then left-click and drag the box to the left, expanding the width. To expand the height of the box, click on the box to highlight it, move the cursor to the end of the last line of text, and click to the right of the last character. Then hit [Enter] to expand the height of the box.

3. ENTERING TEXT. Type the text that will appear within the box, and once that's done, click on any blank space external to the box.

- a. The font size and color of the text can be altered by first highlighting the desired text, and choosing the desired qualities within the "Font" section of the HOME tab.

4. FONT TYPES & SIZES. Different portions of a research poster will have different font sizes, which in turn depend on the size of the entire poster. The recommendations here are for use with posters that are formatted at 11 inches wide and 8.5 inches high (and after being sent to the printer, will print at 40 inches wide and 30 inches high). The title of the entire poster should appear in 15-20 point font, with author name(s) and affiliation(s) in a slightly smaller typeface (e.g., 12-15 point). Any other citation details (such as the name and location of a conference, the date of the presentation, the course in which the poster was required, etc.) should appear in a smaller font, e.g., 8-10 point. Section titles of the poster (e.g., Introduction, Method, Results, etc.) should appear in a relatively large font (i.e., 15-20 point), with the actual text for each section in the 6-9 point range (going smaller than this can be difficult to view from 2-3 feet away, which is the typical viewing distance). The actual font type should be fairly easy to read, with relatively straight lines (e.g., Tahoma, Franklin Gothic Book, Trebuchet MS, Arial, Calibri, etc.); don't use fonts that are extensively curvy/thick (e.g., Segoe Script, Kristen ITC, etc.).

5. COLORS. To add a background color to any text box, first click anywhere on the inside of the box, and then click on the FORMAT tab that will appear under the "Drawing Tools" option. Click on the "Shape Fill" button within the "Shape Styles" portion of this tab, and choose the color of the text box's background by clicking on the desired color; make sure that the background color is distinct enough in comparison to the text color so that the text can still be easily read.

- a. In addition to using basic colors, you can experiment with different "Shape Fill" textures and gradients. To do this, after clicking the "Shape Fill" button, select "Gradient" and then choose from several options. Or, after clicking the "Shape Fill" button, select "More Gradients" and then "Gradient Fill." Then play with "Preset Colors," "Type," "Direction," etc. In a similar manner, after clicking the "Shape Fill" button, select "Texture" and then choose from several options.

- b. Posters should utilize colors effectively, but not distract from the presentation of the information. Try different color combinations to see what works best!

c. NOTE. If you are printing a black and white poster, the important thing to realize is that you will need high contrast between objects in the foreground (e.g., font, figures) and objects in the background in order for your audience to properly read your poster.

6. BACKGROUND BOXES. To create a background box (i.e., producing a layering effect, as if you were placing a smaller piece of construction paper on top of a larger one), to place behind an existing box with text already in it, create a new box (and outline it) as mentioned above. Enlarge the new box to a size that is bigger than the one it will be placed behind, and then move the new, larger, box over the smaller one. Add color to the box by following the guidelines above. Then, with the box still highlighted, select the “Send to Back” option within the “Arrange” portion of the “Format” tab. The two boxes will now be layered.

a. The features (i.e., borders, colors, etc.) of these 2 boxes can be manipulated separately by clicking within either box to highlight that box alone.

b. To (i) change features or (ii) move the two boxes simultaneously, hold down the [Ctrl] key, and then click on each box; both will be highlighted, and any action taken will now effect both boxes.

7. IMPORTING TEXT, TABLES & FIGURES. To copy material initially created in other software programs (e.g., a figure from SPSS, Excel, etc.), highlight the material in that initial software and select “Copy.” Then, while in PowerPoint, click on the text box where the material is to be imported, right-click on the spot where the material is to be placed, and then select “Paste.” *Keep in mind that you may have to alter the material to make it fit into the text box.*

FINAL STEPS

1. CREATING 1-PAGE REPRINTS. To create a single-page reprint of your poster (to give to others, or to store for yourself), once the final version of the poster has been saved, click on the multicolored Microsoft Office button in the upper-left corner of the screen. Then select “Print,” followed by “Print Preview.” Within the “Print Preview” tab, select “Options,” and then “Scale to Fit Paper.” You can then print your poster in a single 8½” x 11” sheet of paper.

2. SAVING IN .PDF AND .PPTX FORMATS. In order to print your poster as easily as possible, it should be saved in .pdf form; this will allow the printer to maintain the alignment of text, tables, figures, etc. To do this, click on the multicolored Microsoft Office button in the upper-left corner of the screen. Then select “Save As,” followed by “PDF or XPS.” In the “Publish as PDF or XPS” window, make sure that “PDF” appears as the option to the right of “Save as type:” at the bottom of the window. Then type the name of the file next to “File name:,” and click [Publish] in the lower right corner. *That .pdf version of the poster is what must be sent to the printer.* Make sure to also save version of the file in .pptx form, so you can go back and edit the poster in PowerPoint at a later time. To do this, click on the multicolored Microsoft Office button in the upper-left corner of the screen. Then select “Save As,” followed by “PowerPoint Presentation.” In the “Save As” window, make sure that “PowerPoint Presentation” appears as the option to the right of “Save as type:” at the bottom of the window. Then type the name of the file next to “File name:,” and click [Save] in the lower right corner.

SAMPLE POSTERS

The following pages contain posters that have been presented at professional research conferences or submitted for college-level course requirements (student names have been altered to protect their anonymity within these latter efforts), to provide general guidance to individuals creating their own work. The willingness of the authors to donate their work for this instructional aid is greatly appreciated.



Emotional Distress Caused by Social Exclusion is Differentially Experienced as a Function of Emotional Intensity and Reappraisal Strategy¹

Michael B. Kitchens² & Carol L. Gohm
The University of Mississippi



Introduction

- Individuals' appraisals (or perceptions of the meaning) of events determine the kind of emotion experienced.
- However, emotionally-intense individuals focus on and over-generalize the meaning of emotional events more so than emotionally-mild individuals do.
- Therefore, emotionally-intense individuals' reappraisal (or reevaluations) of threatening events (e. g., social exclusion) should be more effective at moderating the emotional impact of these events than emotionally-mild individuals' reappraisal of these events.

Method

- Emotionally-intense ($n = 97$) and emotionally-mild ($n = 99$) participants engaged in a get-to-know session, after which they were led to believe they were perceived as poor potential friends by their fellow participants.
- Following this social exclusion event, participants reappraised the event by writing why the get-to-know session was either a valid or an invalid method for determining their potential as a friend or assigned to a control condition.
- After engaging in another get-to-know session and receiving the same social exclusion feedback, participants' completed measures of emotional distress and rated their perception of the validity of the get-to-know sessions.

Figure 1:
Emotionally Intense and Emotionally Mild Individuals' Validity Ratings Across Reappraisal Conditions

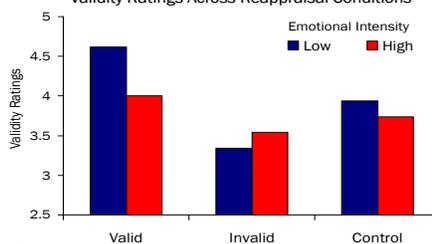
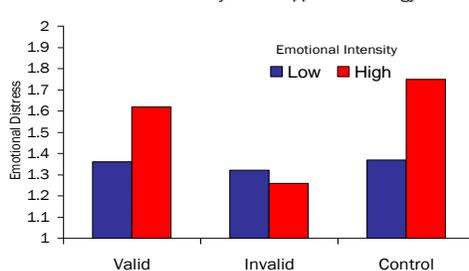


Figure 2:
Emotional Distress Experienced as a Function of Emotional Intensity and Reappraisal Strategy



Results

- Analysis revealed that individuals—regardless of their trait experience of emotional intensity—evaluated the validity of the get-to-know sessions in a manner consistent with their reappraisal conditions, $F(2, 195) = 2.70, p = .07$ (see Figure 1)
- However, individuals' experience of emotional distress varied as a function of their trait experience of emotional intensity and reappraisal strategy, $F(2, 196) = 3.75, p < .05$ (see Figure 2).
- Emotionally-intense individuals experienced more emotional distress than emotionally mild individuals when the event was evaluated as self-relevant (valid-reappraisal, $p = .06$) or not reevaluated (control-reappraisal, $p < .01$).
- Emotionally intense individuals' distress was significantly less when they evaluated the event as irrelevant (invalid-reappraisal) than when reevaluated as relevant or not reevaluated, $F(2, 96) = 6.86, p < .01$.
- Emotionally-mild individuals, however, experienced comparable emotional distress across reappraisal conditions, $F < 1, ns$.

Conclusions

These results have implications for emotion management skills related to emotional intensity. Intense individuals had reactions appropriate to the situation; whereas mild individuals experienced less distress than intense individuals, even when the event was perceived as threatening.

¹ Poster presented at the Emotion Pre-Conference to the Annual Conference for the Society of Personality and Social Psychology, January, 2007, Memphis, TN.

² Correspondence concerning this paper should be addressed to Michael B. Kitchens, M.A., Department of Psychology, University of Mississippi, University, MS 38677. Electronic mail may be sent to mbkitch@olemiss.edu.

REAPPRAISING A SOCIAL EXCLUSION THREAT MODERATES ITS EMOTIONAL IMPACT¹

Michael B. Kitchens², Katherine Baly, & Carol L. Gohm

The University of Mississippi 

INTRODUCTION

- Social exclusion causes emotional distress and inhibits self-regulation. Accordingly, individuals should be unable to manage the emotional distress caused by social exclusion.
- Emotion regulation research demonstrates that reappraisal—a strategy in which one reevaluates an event as non-threatening—is less taxing on one's regulatory system than other regulation strategies.
- Thus, this study investigated whether individuals **(a)** could reappraise a social exclusion event and, in turn, **(b)** moderate their emotional responses to the social exclusion event.

METHOD

- Small groups engaged in a structured first-impression interview session with each other, after which they received feedback indicating that they were perceived by their fellow participants as poor potential friends.
- Participants were then randomly assigned to reappraise this social exclusion event as either (a) a valid or (b) an invalid way to determine their potential as a friend or (c) assigned to a control condition.
- After engaging in another interview session and receiving the same exclusion feedback, participants completed measures of emotional distress and indicated their perception of the validity of the first-impression sessions.

FIGURE 1

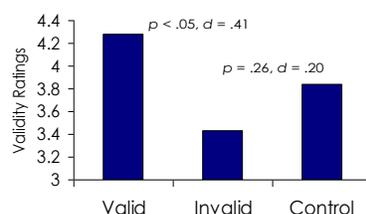
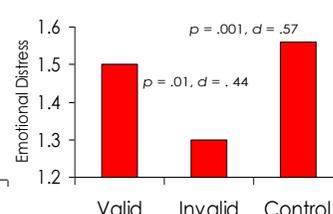


FIGURE 2



RESULTS & CONCLUSION

- Socially excluded individuals were able to reappraise the social exclusion episode (see **Figure 1**) and, in turn, experienced less emotional distress when they evaluated it as irrelevant to their belongingness need than individuals in comparison conditions (see **Figure 2**).
- These results indicate that individuals' use of an efficient emotion management strategy, such as reappraisal, is an effective method for moderating emotional distress caused by social exclusion.

¹ Poster Presented at the 2007 Annual Meeting for the Society of Personality & Social Psychology

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PROJECT POSTER PRINTING GUIDE

Note1. THIS SECTION IS OPTIONAL. You have to create a physical poster for your Poster Show day, but you do not have to have it professionally printed by one of the organizations below. You can simply print out sections of your poster (intro, methods, etc.) and paste them to a tri-fold board, for instance.

Note2. IF you choose to professionally print your poster, then after you have created your poster in PowerPoint you can use this sheet for some options on where/ how to print it.

Note3. The printing process is not immediate and you should plan at least a 3-4 day window from the time that you submit the PDF of your poster to a company and the time that it will be ready for pick up.

Poster Printing Options:

- 📄 **UNC Student Stores Print Stop & Copy Center** – printstop.unc.edu
 - Upload the PDF of your poster to the Printstop's website and you can pick up the poster at the Print Stop (3rd floor of UNC student stores)
 - Cost: \$26.25 for a black and white 36" x 42" poster on heavy weight matte paper (recommended)

- 📄 **PhD Posters** – phdposters.com
 - Upload the PDF of your poster to PhD Posters and they will deliver the poster to UNC's Health Sciences Library for pick up.
 - Cost: \$34.95 for a 36" x 42" poster

- 📄 **Lab Poster Service** – labposter.com
 - Upload the PDF of your poster to Lab Poster and they will print and deliver your poster the next day. This is the only guaranteed next day printing service.
 - Cost: \$105.50 for a 36" x 42" poster