

Table 1: Characteristics of 93 older community dwelling Dutch adults

N=93 (frail n=18)	
	mean±SD/ median (IQR)/ n(%)
Frailty (GFI≥4)	1 (0-3)
Age (years)	65.2±7.7
Female	54%
LBMI (kg/m²)	17.2±2.6
m RF (mm)	14.6±4.4
BMI (kg/m²)	25.5±4.9
Handgrip (kg)	33.6±11.7

Table 2: Logistic regression analyses LBMI and RF thickness, and frailty (GFI ≥4)

Frailty yes/no		
Univariate analysis	P- value	OR [95%CI]
LBMI (cm/m ²)	0.082	0.82 [0.66-1.03]
m. RF (mm)	0.077	0.55 [0.28-1.07]
Multivariate analysis	P- value	OR [95%CI]
LBMI (cm/m ²)	0.436	0.95 [0.84-1.08]
m. RF (mm)	0.796	1.02 [0.88-1.18]

IMPLICATIONS

As frail participants scored at cut-off or just above, measurements in a population with higher scores for frailty may provide further insight in the association between lean body mass and muscle thickness and frailty

ASSOCIATION BETWEEN LEAN BODY MASS AND MUSCLE THICKNESS WITH FRAILITY IN COMMUNITY DWELLING DUTCH OLDER ADULTS

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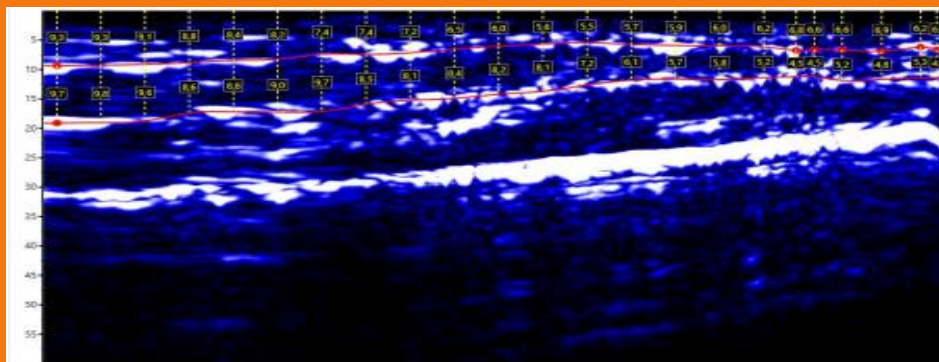


Figure 1: Image of m Rectus Femoris with BodyMetric

Conclusion

In this sample of older adults, LBMI and RF thickness are not associated with frailty

INTRODUCTION

- Low muscle thickness is considered an indicator of frailty in critically ill patients
- We studied the association between frailty and whole body lean body mass index (LBMI) and muscle thickness of the rectus femoris (RF) in community dwelling older adults aged ≥55y

METHODS

- Frailty status was assessed with the Groningen Frailty Indicator (GFI), using ≥4 as cut-off score for frailty
- LBMI (kg/m²) was estimated with BIA (Quadscan 4000©, Bodystat)
- Muscle thickness (mm) of the RF was measured with ultrasound, using the Bodymetrix© (Intelamatrix)
- Univariate and multivariate binary logistic regression analyses were performed for the association between LBMI and RF thickness, and frailty
- Multivariate analysis corrected for age, sex, BMI, and handgrip strength
- Statistical significance at p<0.05

RESULTS

- 93 participants were included
- In both the univariate and multivariate analysis, LBMI and RF thickness were not significantly associated with frailty

Notes:

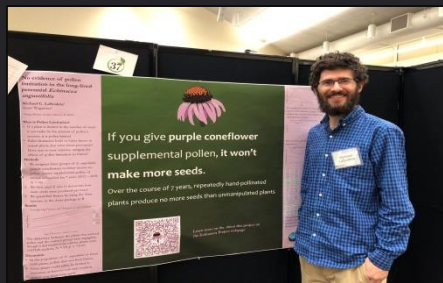
1. **Correct fonts** won't load until you open this in PowerPoint (e.g., if you're previewing this in your browser it'll look uglier than it actually is).

2. Generate **QR** codes here:

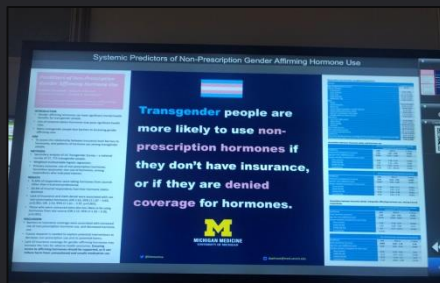
<https://www.qrcode-monkey.com/>

The 'hat' icon.

Fun, reinforces your finding, makes your poster memorable – and can be interpreted at-a-glance.



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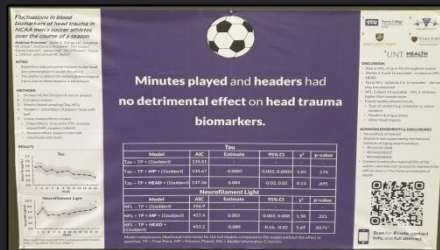
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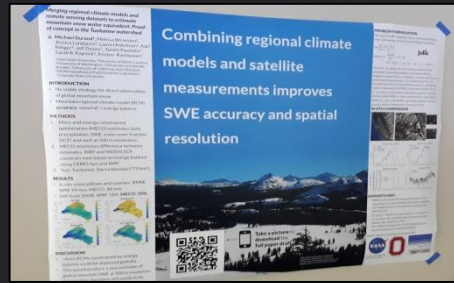
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The on-theme background.

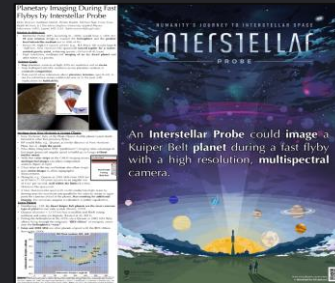
Add fun and reinforce your study's context, but make sure to keep a high contrast between your text and background!



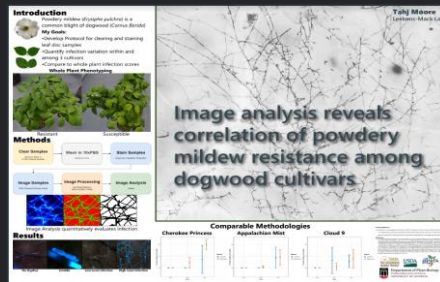
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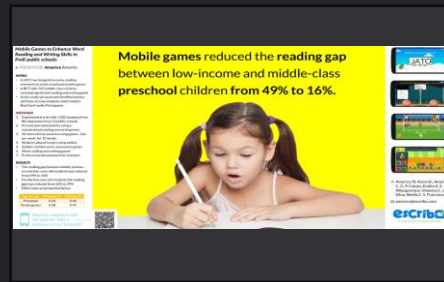
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The key figure

Show-and-tell the best, most insightful part of your methods & data.

Intergenerational transmission of education and ADHD Effects of parental genotypes

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Background

It is challenging to study whether children resemble their parents due to nature, nurture, or a mixture of both.

Method

Parents transmit 50% of their alleles to their offspring. The combined trait-specific effect of these alleles are summarized in a polygenic score (PGS). Likewise, we can calculate a PGS for alleles that were not transmitted. They can only affect offspring through the environment, via genetically influenced behaviours in the parents, called genetic nurturing. For genotyped mother-father-offspring trios (1,120-2,518 per analysis) we calculated transmitted and non-transmitted PGSs for adult educational attainment (EA) and childhood ADHD, and tested if these predicted and school success and ADHD in offspring.

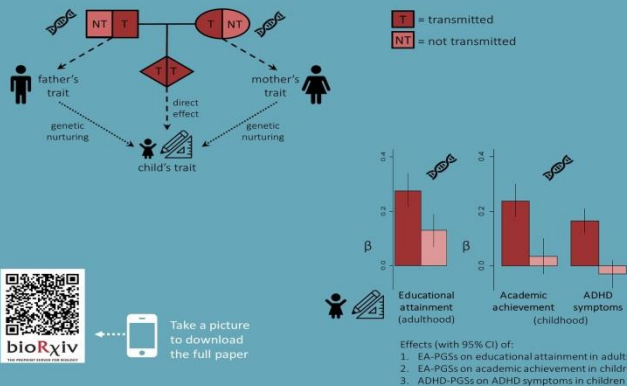
Results

In adults, both transmitted ($R^2 = 7.6\%$) and non-transmitted ($R^2 = 1.7\%$) EA-PGSs predicted offspring EA, evidencing genetic nurturing. In 12-year olds, academic achievement was predicted only by transmitted EA-PGSs ($R^2 = 5.7\%$), but we did not find genetic nurturing ($R^2 = 0.1\%$). The ADHD-PGSs did not predict academic achievement ($R^2 \sim 0.6\%$). ADHD symptoms in children were predicted by transmitted EA-PGSs and ADHD-PGSs ($R^2 = 1-2\%$).

Conclusion

Previously reported associations between parent characteristics and offspring outcomes seem to be mainly a marker of genetic effects shared by parents and children. 5

Genes of parents shape children's environment, impacting school success in adulthood, but not yet in childhood.



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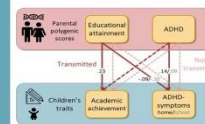
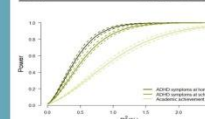


Table 2 The estimated effects (with 95% CI) of the transmitted (T) and non-transmitted (NT) polygenic scores for educational attainment (EA) and ADHD on offspring's academic achievement (ADHD symptoms in later and ADHD symptoms in childhood)

Outcome	Model 1		Model 2	
	Beta	P	Beta	P
EA	0.25 (0.18, 0.32)	1.7e-122**	0.15 (0.12, 0.18)	8.8e-102**
EA-PGS _T	0.25 (0.18, 0.32)	8.8e-102**	0.15 (0.12, 0.18)	8.8e-102**
EA-PGS _{NT}	0.15 (0.12, 0.18)	8.8e-102**	0.15 (0.12, 0.18)	8.8e-102**
EA	0.20 (0.15, 0.25)	8.8e-102**	0.15 (0.12, 0.18)	8.8e-102**
EA-PGS _T	0.20 (0.15, 0.25)	8.8e-102**	0.15 (0.12, 0.18)	8.8e-102**
EA-PGS _{NT}	0.15 (0.12, 0.18)	8.8e-102**	0.15 (0.12, 0.18)	8.8e-102**
ADHD symptoms	0.15 (0.10, 0.20)	8.8e-102**	0.15 (0.10, 0.20)	8.8e-102**
ADHD-PGS _T	0.15 (0.10, 0.20)	8.8e-102**	0.15 (0.10, 0.20)	8.8e-102**
ADHD-PGS _{NT}	0.15 (0.10, 0.20)	8.8e-102**	0.15 (0.10, 0.20)	8.8e-102**

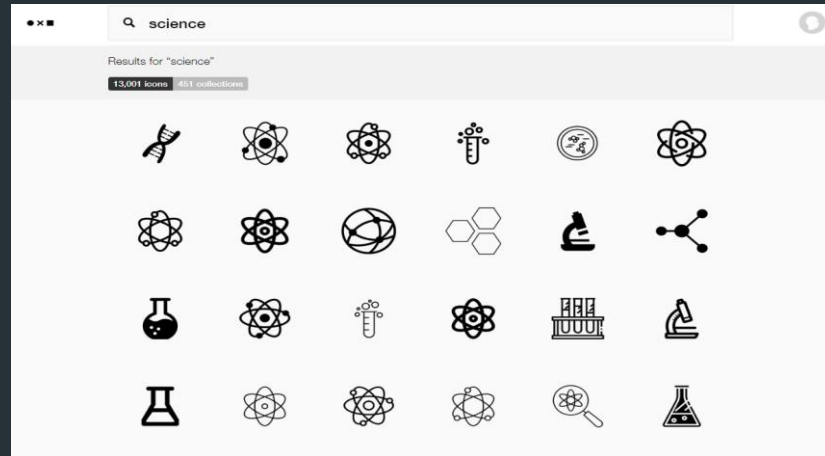


Eveline de Zeeuw*, Jouke-Jan Hottenga*, Klaasjan Ouwers, Conor Dolan, Erik Ehl, Gareth Davies, Dorret Boomsma, Elsje van Bergen
* shared-first

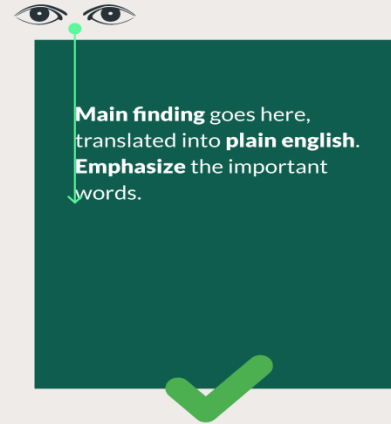
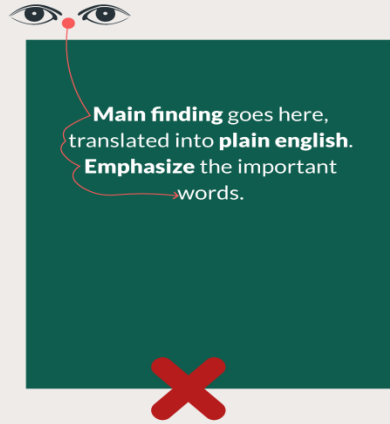


Example donated by @drElsje

You can get icons from
TheNounProject.com



<https://thenounproject.com>



If your punchline is more than 2 lines, don't center it.
Centering makes your eyes do more work.

Discovering the Language of Meaningful Work

by Mike A. Morrison, Saakshi Kale

INTRO

- How does work meaningfulness show up in natural language?
- H1: There are certain features of written language that signal whether a person finds their work meaningful.

METHODS

- n=200 page-length work stories. Full-time employees. Several measures of meaningfulness.
- "In 500 words, tell me about your work."
- Machine Learning via GloVe+learn and HCTK to discover common language features with meaningful vs. not meaningful stories.

RESULTS

	Identity words at beginning of story, (I am a...)
Single story Work Meaningfulness	.33***
Comprehensive Work & Meaning Scale	.36***
Work And Meaning Inventory (WAMI)	.34***

Starting to describe their work with the words "I am a[...]" significantly correlated with 3 self-report measures work meaningfulness.

DISCUSSION

- Work meaningfulness seems related to identity.
- Could be related to achieving a final identity, a la Maslow's self-actualization.
- "I am" is especially correlated with extremes of meaningfulness (correlation jumps to from .3 to .4 in polarized dataset of high/low only).



When people find their work meaningful, they talk about it using identity words, like...

"I am a writer" vs. "I work for a magazine."



Take a picture to download the full paper

Table 1. Correlations of variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1. Age	1																				
2. Gender	.01	1																			
3. Education	.01	.01	1																		
4. Income	.01	.01	.01	1																	
5. Tenure	.01	.01	.01	.01	1																
6. Satisfaction	.01	.01	.01	.01	.01	1															
7. Meaningfulness	.01	.01	.01	.01	.01	.01	1														
8. Self-actualization	.01	.01	.01	.01	.01	.01	.01	1													
9. Identity	.01	.01	.01	.01	.01	.01	.01	.01	1												
10. WAMI	.01	.01	.01	.01	.01	.01	.01	.01	.01	1											
11. Single story	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1										
12. Comprehensive	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1									
13. WAMI	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1								
14. Single story	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1							
15. Comprehensive	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1						
16. WAMI	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1					
17. Single story	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1				
18. Comprehensive	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1			
19. WAMI	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1		
20. Single story	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	1	

Table 2. The relationship between positive sentiment and meaningfulness

	WAMI	Single Story	Comprehensive	Other used
Positive Sentiment	.28*	.22**	.24*	.24**
N	197	197	197	197

*(1-tail. < .1) ** (1-tail. < .1) *** (1-tail. < .01)

Table 3. High meaningfulness stories. Department of Managerial Science is providing best self-reported overall work meaningfulness.

Measure	High meaningfulness
Mean scores	2.43
Mean SD	1.43
Mean	1.43
Mean	1.10

Table 4. The relationship between "I am" language and meaningfulness.

	WAMI	Single Story	Comprehensive	Other used
Correlation with "I am a[...]"	.38**	.32**	.35**	.35**
N	197	197	197	197

Example by [@mikemorrison](#)

How to QR Code



How do I create a QR code?

- <https://www.qrcode-monkey.com/> is free, URLs don't expire, and you can add cool features like images.

Ctrl-click this thumbnail to watch a video on scanning #betterposter QR codes.



Donated by [@kristinrojasmd](https://twitter.com/kristinrojasmd)
<https://twitter.com/kristinrojasmd/status/1124418213050298368>

How do I scan a QR code?

- Just pull out your phone and take a picture! All modern iPhones and most Android phones have built-in QR detection in their cameras. Some Android phones may need an app.



How can I link the QR to my paper *and* a copy of my poster *and* my contact details.

- Try creating a multi-page link for free via <https://linktr.ee/>. (Still trying to figure out the best answer to this though.)

Layout F.A.Q.

What if my intro/methods/results doesn't fit in the silent bar?

- If you're trying to put so much into that bar that it doesn't fit, they won't have time to read it anyway. First try moving stuff to the ammo bar. Next, cut cut cut.
- Instead of trying to fill space, you're trying to conserve space.

What if I have a really important graph or picture?

- Move the QR Code to the Silent Presenter, then put your graph/image in the middle.

What research influenced this idea?

a.k.a “I need some ammo to help persuade my faculty to try this.”

1. Need to know > Nice to know

<https://www.nngroup.com/articles/inverted-pyramid>

2. Plain language is interpreted faster.

<https://www.nngroup.com/videos/plain-language-for-experts/>

<https://www.nngroup.com/articles/plain-language-experts/>

3. Interaction cost.

<https://www.nngroup.com/articles/interaction-cost-definition/>

4. Effective designs minimize cognitive load

<https://www.nngroup.com/articles/minimize-cognitive-load/>

How did you make the cartoon?

Short version: I highly recommend making a video using Vyond.com if it's your first one and you don't want to go insane for a year like I did. It's fun, easy, and works perfectly well for most projects!

- **Animation:** Most of the animation was done in [Adobe After Effects](#), which is super powerful but had a bit of learning curve for me.
- **Graphics:** A combination of [VectorStock](#) and custom graphics I made in Adobe Illustrator.
- **Characters** were mostly from (<http://Vyond.com>) Vyond.com. I got the facial expressions, etc. right in [Vyond](#), then put them on a green background, then dropped them into After Effects and removed the background, just like a green screen.
- **Sound effects:** [AudioJungle](#).
- **Voice** was my own voice with the bass boosted for a little of that radio announcer vibration, courtesy of [Adobe Audition](#).

