An informative title, formatted in "sentence case", that attracts viewers

Your name(s) here — Department of BlahDeBlah, Harvard Medical School, Boston, Massachusetts

Introduction

Your main text is easier to read if you use a "serif" font such as Palatino or Times. Use a non-serif font for title and section headings. Do not indent the first paragraph in a section.

> When printing posters at 100%, inserted **photo** images should be TIFF or JPG file format at 125 dpi.
>
> TIFF is better. Once printed this box is 3.5" x 3.5"

Fig. 1. Use a figure here if it can quickly introduce a viewer to your question. Use a non-serif font for figure legends to provide a cue to reader that he/she is not reading normal text section.

This paragraph has left-aligned formatting. Justified paragraph formatting tends to look better, but be aware that left-alignment is better if your font doesn't "space" nicely when justified. Sometimes spacing difficulties can be fixed by manually inserting hyphens into longer words (PowerPoint doesn't do this automatically). Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah (Fig. 4c).

Statement of the problem and program objectives

Statement of problems or question (preferably in one to two sentences)

Objectives of the program/intervention (preferably Up to three objectives)

This paragraph has justified paragraphs. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah (Fig. 4c). Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah.

> Charts, illustrations, cartoons and other non-bitmap images which are vector objects should be inserted by the Copy and "Paste Special" method.
>
> Otherwise, when printing posters at 100%, images which contain charts, illustrations, cartoons that are bitmap images should be GIF or TIFF file format at 225 dpi.
>
> If you are scanning charts, cartoons, illustrations or plain text (non-bitmap images), scan at 600 dpi, then 'Save As' at 225 dpi.
>
> This box is 5.5" x 3.5"

Fig. 2. Photograph or drawing of organism, chemical structure, or whatever focus of study is.

Description of the project/intervention

Briefly describe the setting and then describe the participants. One to two sentences for each should be enough. Now describe your actual program – what are the steps and what methods are you using? How are you evaluating what you are doing? Use figures and tables to illustrate your overall plan or design. Use flow charts to summarize steps.

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Fig. 4(a-c). Make sure legends have enough detail to fully explain to the viewer what the results are. Note that for posters it is good to put *some* "Materials and methods" information within the figure legends—it allows the M&m section to be shorter, and gives viewer a sense of experiment(s) even if they have skipped directly to figures.

Often you will have some more text-based results between your figures. This text should also guide the reader through the figures. Note that your figures, especially the important figures, should be placed in the center of the poster where they are most viewable.
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Findings to date/Evaluation to date

Paragraphs of sentences are fine, but sometimes a simple list of "bullet" points can communicate results more effectively. In the first paragraph, describe whether your project is working and give some qualitative results. (Ex. Our early experience with a new learner-centered model for case presentations has shown some promising results. Feedback from learners and preceptors suggests the following . . .). In the second paragraph, present data if you have some, and describe how it helps to answer the study question you presented in the section "Statement of the Problem and Objectives." Use charts, images, figures if you can. Tables put viewers to sleep so use sparingly!

Tables and Charts: Charts, tables, illustrations, cartoons and other images that are created in other Microsoft or drawing applications should be inserted by the Copy and "Paste Special" method.

Table 1. ANCOVA examining the effects of water treatment, parasite treatment, and initial height of nettle on nettle dry weight.

Source	df	Mean square	*F*-value	*p*-value
Water treatment	2	23.305	215.96	0.0001
Parasite treatment	1	0.049	0.455	0.5011
	1	0.769	7.129	0.0084
Parasite treatment * nettle initial height	1	0.489	4.532	0.0348
	163	0.108		

Fig. 6. Use of connector lines can sometimes lead the viewer through your results better than text alone. Don't overuse this option, however, or viewer will get dizzy.

> This box is 6.25" x 4.75"

Key lessons learned so far and next steps

You can, of course, start your conclusions in column three if your results section is short.
Since this is a works in progress poster, you won't have a conclusions section. Instead, think about what you've learned so far. How does it help to support your study question or solve the problem you are working on? What are your next steps, your future directions?
Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Bl
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Questions

A Works in Progress Poster Session is an opportunity for you to consult with your colleagues about your projects and to seek their help with problems or questions you may have. It helps presenters benefit from the breath and depth of experience of those present at the poster session.

List one or two questions, issues or problems you would like those who read your poster to think about and comment on.

Literature cited

Chiariello, N.R., C.B. Field, and H.A. Mooney. 1987. Midday wilting in a tropical tree. Functional Ecology 1:3-11.
Gates, D.M. 1962. Energy Exchange in the Biosphere. Harper & Row, New York.
Begg, J.E. 1980. Morphological adaptations of leaves to water stress. Pages 33-43 in Adaptation of Plants to Water and High Temperature Stress, edited by N.C. Turner & P.J. Kramer. Wiley Interscience, New York.

The above are provided to illustrate format for articles, books, book chapters, and web sites (avoid web sites, though, if possible).