# GS-LSAMP/NNJ-B2B
# 2021 Poster Guidelines

**<u>Your poster may be vertical or horizontal.</u>**
**The templates in this file are vertical; you should have also received a file of horizontal templates.**

You can choose one of the following templates, adjusting the boxes, color and font as you see fit. <u>Do not make the font smaller than 24 pt</u> except for References/Acknowledgements, which can go down to 20 pt.

Please select the appropriate logos from the following page and insert them where indicated on the template you select. The NSF logo mut be on your poster if you received an LSAMP or B2B stipend.
If you conducted research outside GS-LSAMP, you must ask your research mentor for the logo of that institution.

Example posters are attached after the logos and before the templates. One is for research posters and one is for lit review posters.

Watch this brief (<4 minute) video for tips on how to make a great poster.
**https://www.youtube.com/watch?v=AwMFhyH7_5g**

Once you complete your poster, you must save the slide as a PDF file, **<u>not more than 10 Mb</u>**.

To create your 2-5 minute video, start a Zoom meeting with no other participants, record it, and give your presentation. You may share your screen to show your poster. If you would like to highlight your pointer, select “Annotate” from the menu bar once you start sharing then select the wand. It will take several minutes after your meeting ends for the recording to be available; you will receive an email when it is. Follow the link and trim your video, if needed. Make sure your video is not password protected by clicking the “Share” button and making sure that “passcode protection” is deselected.

Once your abstract, poster and video are complete, fill out the form and upload your files to:
**symposium.foragerone.com/gslsamp21/submission**

# GS-LSAMP and NNJ-B2B logos

If you received a research stipend, you must use one or both these logos:

GS-LSAMP
Garden - State Louis Stokes Alliance for Minority Participation

Northern New Jersey Alliance
NNJ B2B
Bridges to Baccalaureate

You must use the logo from your home school and the logo of the institution through which your research was conducted, if different:

## NNJ-B2B School Logos:

Union County College

PASSAIC COUNTY COMMUNITY COLLEGE

HUDSON COUNTY COMMUNITY COLLEGE

CCM
County College of Morris

## GS-LSAMP School Logos:

ESSEX COUNTY COLLEGE

FAIRLEIGH DICKINSON UNIVERSITY

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MONTCLAIR STATE UNIVERSITY

RUTGERS UNIVERSITY | NEWARK

RUTGERS UNIVERSITY | NEW BRUNSWICK

WILLIAM PATERSON UNIVERSITY

# Example Vertical Research Poster


Materials and Methods

Conclusions/Future Directions

Results

# Example Vertical Lit Review Poster

UNIVERSITY OF ALBERTA
SCHOOL OF PUBLIC HEALTH

# A systematic review of adoption, implementation and impact of daily physical activity policies in Canadian schools

**Dana Lee Olstad*, Elizabeth Campbell, Kim Raine, Candace Nykiforuk; School of Public Health, University of Alberta**

## Background[1]

- Just 8% of boys and 4% of girls aged 6-17 meet Canadian physical activity (PA) guidelines
- Schools require students to engage in PA through Physical Education (PE) courses
- Cdn children spend < 15% of PE in moderate-to-vigorous PA (MVPA) and PE quality and quantity has declined
- To increase children's PA, Canadian provinces have adopted school-based daily PA (DPA) policies (Table 1)

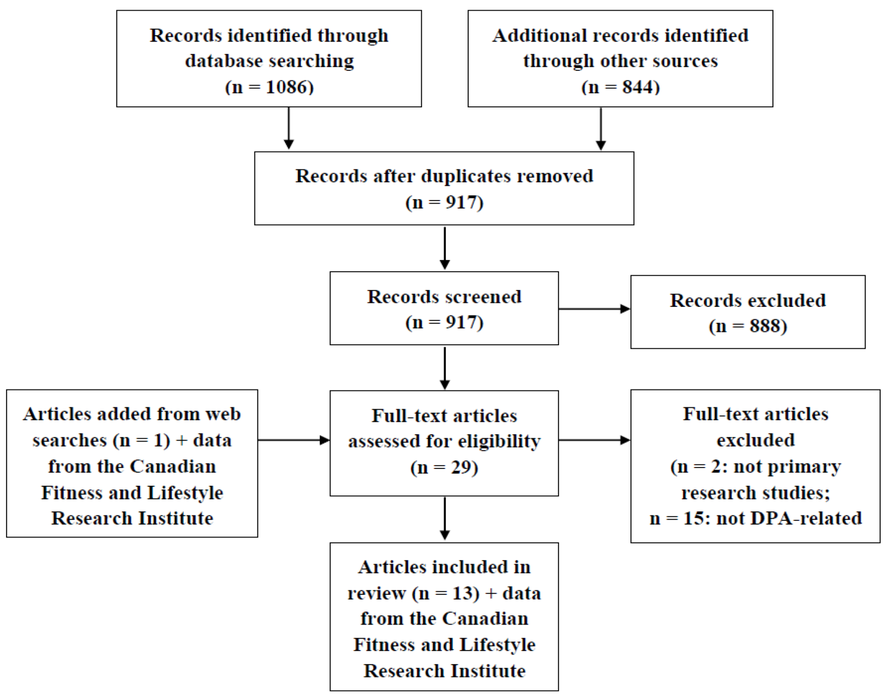
## Purpose

To synthesize evidence regarding adoption, implementation and impact of Canadian school-based DPA policies

## Methods

Electronic databases (Ovid Medline, Ovid PsycINFO, Ovid ERIC, and SPORTDiscus), websites and reference lists were searched (Figure 1). Studies published between 2003-2014 were included if they: 1) Were original research studies published in peer-reviewed journals in English or French; and 2) Evaluated adoption, implementation or impact of school-based DPA policies in Canada.

## Figure 1: PRISMA flowchart




## Table 1: Provincial DPA policies[1]

| Province | Grades | Date implemented | Duration, type and location of PA | Policy strength |
|---|---|---|---|---|
| **Alberta** | Grades 1-9 | Sept, 2005 | ≥ 30 mins/d PA of varying form and intensity; in-school | Weak |
| **Ontario** | Grades 1-8 | Oct, 2005 | ≥ 20 mins/d sustained MVPA; in-school | Moderate |
| **Manitoba** | Grades 11-12 | Sept, 2008 | 55 hr PA practicum focussed on MVPA; in- or out-of school | Moderate |
| **British Columbia** | K-Grade 9* | Sept, 2008 | 30 mins/d PA of varying form and intensity; in-school | Weak |
| | Grade 9-12* | Sept, 2008 | 150 mins/wk MVPA; in- or out-of school | Moderate |
| **Saskatchewan** | K-Grade 12 | Feb, 2010 | 30 mins/d MVPA; location not specified | Weak |

*Grades 8-9 may follow either model

## Acknowledgements

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*Deakin University, Melbourne, Australia; dana.olstad@deakin.edu.au. Travel partly funded by the Canadian Institutes of Health Research FRN 140433.
[1]References available in: *Olstad DL, et al BMC Public Health 15:385, 2015.*

## Table 2: Literature matrix by province

| Authors[1] | Evaluation, time frame | Methods | Results |
|---|---|---|---|
| **ALBERTA** | | | |
| Gladwin et al., 2008 | Adoption, time frame not stated | Key informants (n=20) interviewed, document reviews. | DPA succeeded because Kingdon's 3 streams (problem, solution, politics) converged, largely because the Minister of Learning used his power to link the solution with the political stream. |
| **ONTARIO** | | | |
| 1) Faulkner et al., 2014; 2) Stone et al., 2012 | Implementation and impact; 2010-11 | Grade 5-6 students (n=865) and administrators (n=18 schools) surveyed. Students wore accelerometers for 7d. | 1) 89% of schools met most DPA requirements. 2) 49% of students received DPA daily. PA bouts averaged 7.1 mins. Frequency of DPA positively associated with total PA and MVPA mins/d. |
| 1) Leatherdale et al., 2013; 2) Leatherdale et al., 2014 | Impact; 2007-08 | Grade 1-4 students (n=2326), parents, and administrators (n=30 schools) surveyed. | 1) DPA implementation not associated with odds of being overweight or obese. 2) DPA implementation not associated with odds of being highly or moderately active. |
| 1) Leatherdale et al., 2010; 2) Hobin et al., 2010; 3) Leatherdale, 2010 | Implementation and impact; 2007-08 | Grade 5-8 students (n=2379 studies 1-2, n=1264 study 3), and administrators (n=30 schools) surveyed. | 1) 80% of schools met most, and 20% met all DPA requirements. DPA implementation not associated with odds of being more active. 2) DPA implementation models were: 70% offered DPA only on days without PE, 20% offered DPA + daily PE, 10% offered DPA as part of daily PE. DPA implementation models not associated with odds of being more active. 3) DPA implementation not associated with odds of overweight. |
| Patton, 2012 | Implementation; 2012 | Teachers (n=145, n=37 schools) surveyed. | 16% always conducted DPA when PE was not scheduled, 51% said there was no time for DPA, 65% said DPA was not monitored. |
| Robertson-Wilson and Levesque, 2009 | Implementation; 2005-07 | Reviewed publicly available DPA documents. | Aspects of implementation (e.g. resource allocation, task specification) have been considered, others (e.g. sustainability of resources, evaluation plans, extent to which policy is valued) require attention. |
| **BRITISH COLUMBIA** | | | |
| Watts et al., 2014 | Implementation and impact; 2007-08 and 2011-12 | Administrators (2007-08: 502 schools; 2010-11: 476 schools) surveyed. | Implementation of DPA was 65%, 56% and 51% for grades 6, 8 and 10. Schools had higher odds of providing ≥ 150 mins PE/wk and provided more mins of PE to grade 8 and 10 students post-policy. |
| Masse et al., 2013 | Implementation; 2010-11 | Principals and teachers (n=50, n=17 schools) interviewed. | DPA implementation was 14%-90%. Schools implemented DPA through prescriptive and non-prescriptive approaches. DPA was compatible with school philosophies and beneficial to students but difficult to fit into school schedules and it increased teacher workload. |
| **MANITOBA** | | | |
| Hobin et al., 2014 | Impact; 2008-11 | Grade 9-10 students (n=447, n=31 schools) surveyed. Students wore accelerometers for 7d annually. | MVPA declined 11.3%/yr. Students with low or moderate baseline MVPA and attending schools in disadvantaged and rural areas had slower rates of MVPA decline. |
| **CANADA** | | | |
| Cdn Fitness and Lifestyle Research Institute, 2011 | Impact; 2005–07 and 2007-09 | ~20,000 children aged 5-17 were selected to wear pedometers for 7d. | No change in number of steps taken in any province from 2005-07 to 2009-11 except in Saskatchewan where steps declined. Number of steps did not differ from the national average in any province. Few differences among provinces in the number of steps taken in 2007-09. |

## Results (Table 2)

**Adoption**: 1 paper (1 study) in Alberta

**Implementation**: 8 papers (6 studies) in Ontario and British Columbia

- Overall, moderate but inconsistent implementation of DPA policies
- Strengths: Use of mixed methods
- Limitations: Variability in methods and endpoints, few studies, small sample sizes, no control groups, all cross-sectional self-reports

**Impact**: 9 papers (6 studies) covering all provinces

- Overall, little to no impact of DPA on children's PA levels or BMI
- Strengths: 1 longitudinal analysis, 1 national study, 3 used accelerometry, large numbers of students included
- Limitations: Variability in methods and endpoints, few studies, small n of schools, no controls, many cross-sectional self-reports

## Conclusions

Canadian DPA policies have had little to no impact on children's PA levels or BMI, although it is too early to draw definitive conclusions given the paucity of studies and their limitations. These tentative findings must also be considered in light of the fact that policy implementation was moderate, that there was variation in DPA implementation strategies, and in relation to the timing of the analyses relative to policy implementation.

Logo of your school

Logo of school where research was done (if not yours)

# Poster Title

**Authors' Names** - bold and underline presenter() name(s) – List your name first
**Institution(s)**
*You MUST include your faculty advisor's name and institution!*

Logo of GS-LSAMP or NNJ-B2B

## Introduction/Background

Your Text Here – What did you look at and why?

**Objectives / Hypothesis** (optional)

Your Text Here

## Results

Figures/Charts/Timelines/Graphs (Text should be limited to figure captions only, if possible)

If doing a lit review, use this section to summary what you found (see example for how this can be done graphically)

## Materials and Methods

Text and/or Flowchart (Do NOT provide a detailed description of your methods)

If you did a lit review, what were the criteria you used to find/include articles? (e.g., time period, particular assay, location, etc.)

## Discussion and Conclusions

Your Text Here – What are the implications of your results? What next steps should be taken?

## References and Acknowledgements

Your Text Here (You must acknowledge any stipend you received (GS-LSAMP or NNJ-B2B) as well as your faculty mentor/post-doc/graduate student, etc.)

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