



# **Poster Pedagogy: Pictures and Perceptions**


# The Sensory and the Story

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- The Sensory—If you use it, they will come.
- The Story—If you tell a story, they will stay.

# Reasons to Teach Poster Presentations

- Present recent research
- Receive immediate feedback
- Participate in a shared learning environment
- Provide low stress opportunity to practice for more formal oral presentation



**Poster Presentations can enhance, reinforce, and bring awareness to sensory and narrative skills taught in clinical practice.**

# The Sensory and The Patient

- Sight—”Open your mouth and say, “Aaah!”
- Hearing--Heart sounds, fetal sounds
- Touch—Pressure, digital exams
- Smell—Wounds
- Taste—(Historical use—urine for diabetes)

# Sensory and the Audience

- Sight—Visual Literacy
- Hearing
- Touch—Reading as a tactile experience
- Smell
- Taste

# The Story/Narrative and the Patient

- Narrative discourse as “someone telling someone else that something happened.”  
Barbara Hernstein Smith
- Teaching narrative competency through the writing, analyzing, and comprehension of the meaning of stories—both the patient’s and the clinician’s—leads to more compassionate, empathetic, and holistic care.

# The Story/Narrative and the Patient

- Expectation that it will have a beginning, middle, and an end.
- Expectation that the narrative will be a journey that will move from point to point
- Question of when and where I enter

# The Story/Narrative and the Audience

- Expectation is that there will be a beginning, middle, and an end.
- Expectation is that reading is left to right and up to down. (Relevance for placement)
- Expectation is that journey will be determined by the genre's definition of beginning, middle, and end.

## The Story/Narrative and the Audience —cont.

- Expectation is that audience can enter or engage with the narrative anywhere the audience chooses.
- Like the patient, the audience chooses its own beginnings.