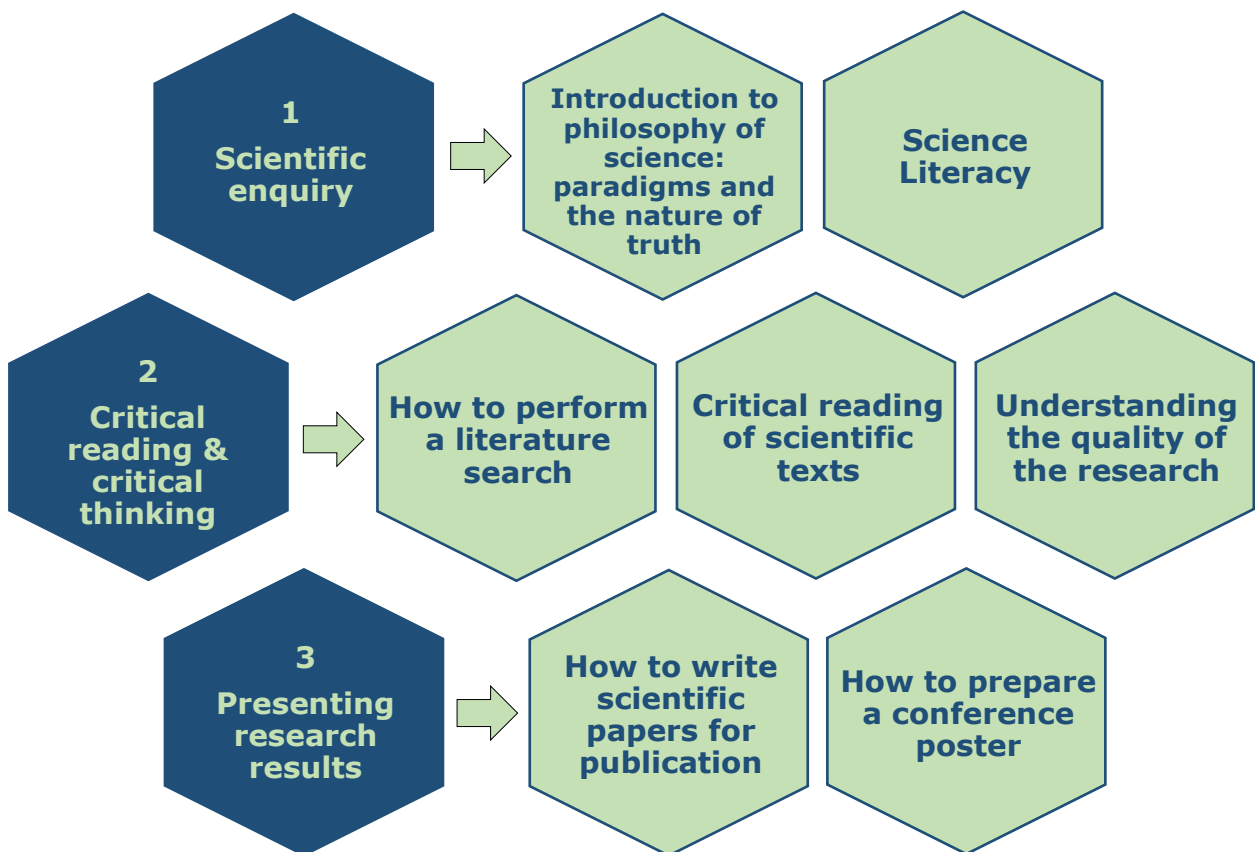


How to ... bring research in the daily clinical palliative care practice

Practical handbook



Palliative Care Research



RESPACC

attitude - communication - competence



Erasmus+

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Presentation of RESPACC Project

Research for all palliative care clinicians Erasmus+ 2020-1-RO01-KA202-080128

The **RESPACC** (Research for all palliative care clinicians) project aims to introduce basic research competences as part of the clinical practice of palliative care professionals. In order to achieve this aim, the following objectives have been identified:

- 1: Designing effective education strategies for enhancing basic research competences across members of multidisciplinary teams in palliative care.
2. Stimulating the development and use of innovative approaches to increase the effective uptake of evidence-based research in palliative care.
3. Increase the research capacity for practitioners in palliative care.
4. Raise awareness of the importance research integration in clinical practice amongst palliative care PC clinicians.

Complex activities are included in the project, such as: developing a core research competencies framework, a guideline related to critical reading and academic writing associated with four webinars on specific topics, a flow diagram for a research proposal with videos on specific topics and guidance material related to methodology, design, data collection and analysis of qualitative and quantitative research. Materials are available in English, Romanian, Greek and Spanish.

Project lead: HOSPICE Casa Sperantei Foundation

Partners: Transilvania University, Brasov,

European Association of Palliative Care, Belgium,

University of Navarra, Spain,

Galilee Palliative Care Unit, Greece.

Introduction

This “How to... bring research in the daily clinical palliative care practice” is developed as part of the ERASMUS + RESPACC project having as targeted learners clinicians working in palliative care regardless of their profession (nurses, doctors, psychologist, social worker priest and so on).

The aim of this material is to develop knowledge and skills for palliative care clinicians that will enable them to transfer research findings in their own practice but also bring to a larger audience, research questions and findings from small research projects from their own practice. This is the base for a training program for palliative care clinicians that starts from the idea of a continuum between "READING RESEARCH" - "UNDERSTANDING RESEARCH" - "APPLYING RESEARCH"- "WRITING (ABOUT) RESEARCH".

In order to reach the above stated aim 3 main objectives have been taken into consideration

1. To increase science literacy by ensuring that clinicians have a basic vocabulary of scientific terms and constructs (module 1)
2. To develop critical thinking and critical evaluation of scientific literature (module 2)
3. To equip clinicians with academic writing skills (module 3)

The framework used for developing the “how to...” is based on the work done in a previous ERASMUS + project – the EDUPALL project (<https://edupall.eu/curriculum/>) and has for each teaching unit defined the outcomes, learning objectives and teaching modalities and assessment methods. The length for teaching units is 90-120 minutes. The framework is followed by lesson plans for each session and links to ppt presentations all collected into the “How to...” practical handbook.

The work was led by Transilvania University Brasov Romania. Experts from the university in Brasov worked closely with experts from HOSPICE Casa Sperantei Brasov, Hospice Galilee Greece, Navara University Spain and the European Association of Palliative Care to develop the content and all the adjacent training materials.

Modules

Topic	Teaching unit	Learning Outcome(s)	Learning Objectives: Cognitive/Knowledge and Understanding	Learning Objectives: Abilities/ Practical Skills	Learning Objectives: Attitude/ Personal Competencies	Learning modality Teaching Methods Assessment modality
M1. Scientific enquiry	Introduction to philosophy of science: paradigms and the nature of truth	Describe and discuss critically their own world view that drives their approach towards a specific research philosophy.	<ol style="list-style-type: none"> 1. Define Key concepts for research philosophy – ontology, epistemology, axiology, deductive approach, inductive approach, abduction 2. Explain Major Philosophical Identities in research (research paradigms)– positivism, interpretivism, critical realism, pragmatism 3. Understand the impact of the research paradigm on research methodology, data collection methods 	Self-assess own research philosophy	Recognize and address the challenges/misconceptions about various research paradigms	90 min session Classroom/online platforms or hybrid interactive training MCQ to test knowledge One paragraph statement of perceived importance of learning
M1. Scientific enquiry	Science Literacy	Defining the different aspects of Science Literacy, how it is	<ol style="list-style-type: none"> 1.Describes science literacy definitions and history 2.Defines the different aspects of science literacy 	1.Demonstrates inquisitiveness and observation qualities as well	1.Recognizes how personal beliefs affect scientific interpretation and practice	90 min session Lecture (Power point)

		developed and measured	3.Understands the interrelation of science and humanities and how they shape peoples' engagement with science 4.Describes similarities and differences of individual and civic science literacy 5.Discusses appropriate methods for measuring science literacy	as inventive thinking 2.Shows critical thinking, adaptability and can handle uncertainty 3.Is able to prepare logical arguments and critique qualities when appraising scientific theories and results	2.Recognizes how individual science literacy can be augmented or mitigated by civic literacy	Puzzle game Classroom voting Self-Assessment
M2 Critical reading & critical thinking	How to perform a literature search	Enhanced capability of clinicians to find the relevant information for the questions from practice by searching electronic databases	1.Describe the importance of literature search 2. Explain the literature search cycle	1.Identify appropriate search terms for their topic or research question 2.Use standard search techniques and database refine options.		90 minutes session power point presentation, demonstration, video individual work Trainers feedback on groupwork results
M2 Critical reading &	Critical reading of	To develop critical thinking and	1. Define how to develop a critical	1. To develop self-abilities to conduct a	1. Know how to carry out a critical reading and	90 minutes session • Lecture

critical thinking	scientific texts	critical evaluation of scientific literature.	reading of the scientific literature. 2. Explain which aspects should be considered when reading critically the scientific literature. 3. Understand how important is to critically read a scientific literature in order to improve palliative practice.	critical reading and evaluation of literature.	evaluation of the literature in the context of palliative care.	<ul style="list-style-type: none"> • Group exercises • Group discussions Peer feedback
M2 Critical reading & critical thinking	Understanding the quality of the research	To recognize reliable scientific publications and make appropriate decisions for patients care based on scientific evidences	<ol style="list-style-type: none"> 1. To describe the influence of methodology on quality assessment of an article 2. To present available tools to guide quality assessment 3. To name criteria use to appraise the quality of the journal 	1. To make a quality assessment of an article		90 minutes session Lecture Group exercises Group discussion MCQ
M3 Presenting research results	How to write scientific papers for publication	Understands the process of writing a research manuscript for publication in journals	<ol style="list-style-type: none"> 1.Explains the rationale for selection of appropriate journals 2.Awareness of the concept of plagiarism and of requirements for citations of others' work 		<ol style="list-style-type: none"> 1. Recognize the challenges of writing within a team 2. Recognizes that writing is an iterative process. 	120 min session Individual / group exercises Discussions Lecture

		including the use of different international standards for the drafting of bibliographic references and dealing with reviewers' comments	3.Understands how to cite original sources, using different referencing systems 4.Understand the process of writing that includes critical reflection, editing of content, editing of language, proof reading and responding to feedback 5.Can describe the structure of a scientific paper			Trainer feedback on drafted article parts
M3 Presenting research results	How to prepare a conference poster	To achieve necessary knowledge and skills to produce a poster that reflects accurately the results of the research	1.Present the characteristics of an ideal poster 2.Explain how to present key messages for a poster 3. Describe steps necessary to design a poster	1.Design a poster on a given abstract /research		120 min session <ul style="list-style-type: none"> • Lecture • Group exercises • Group reflection and peer feedback on quality of produced posters

MODULE 1- NATURE OF SCIENTIFIC ENQUIRY

Introduction to philosophy of science: paradigms and the nature of truth

<i>Lesson Plan</i>	
Topic	O2 MODULE1- NATURE OF SCIENTIFIC ENQUIRY
Title	Introduction to philosophy of science: paradigms and the nature of truth
Learning Outcome	Describe and discuss critically their own world view that drives their approach towards a specific research philosophy.
Summary	<p>The palliative care team comprises members with different backgrounds- doctors, nurses, psychologists, social workers, priests and so on. They share the same work objective improving the quality of life for the patients and families confronted with life limiting illnesses and addressing the multiple needs of such patients in the physical, emotional, social and spiritual domain. When it comes to knowledge and interventions to be applied, they might be a more heterogeneous group with diverse perspectives and understanding of what is the nature of reality, what constitutes acceptable knowledge and what are the best ways we go about knowing it. Even if not involved in research in their endeavor to keep UpToDate in their clinical practice they will all read/consume research and according to the research paradigm they adhere to for different team members different research approaches, different data will be seen as valid and convincing. It is important for the palliative care clinicians to be aware of the variety of research paradigms and understand that multidimensionality of the human being nature cannot be examined through a single set of lenses. The session will clarify concepts as ontology, epistemology, axiology, methods for theory generation or testing and will explain major research paradigms and their links to various research methodologies. Palliative care clinicians will be encouraged to assess and discuss their own research philosophy and reflect on how this drives their learning and their own clinical practice. Understanding that palliative care as a novel concept embracing the holistic dimensions of the human being.</p>

Learning Objectives C- Cognition S – Skills A – Attitudes	Cognition: <ol style="list-style-type: none"> 1. Define Key concepts for research philosophy – ontology, epistemology, axiology, deductive approach, inductive approach, abduction 2. Explain Major Philosophical Identities in research (research paradigms)– positivism, interpretivism, critical realism, pragmatism 3. Understand the impact of the research paradigm on research methodology, data collection methods Skills: <ol style="list-style-type: none"> 1. Self-assess own research philosophy Attitudes: <ol style="list-style-type: none"> 1. Recognize and address the challenges/misconceptions about various research paradigms
Learning Methods	<ul style="list-style-type: none"> • Pre-modular assignment: HARP questionnaire • Icebreaker • Brainstorming • Individual / group exercises • Videos- discussions • Lecture
Timing	90 minutes session
Bibliography / Resources	<ul style="list-style-type: none"> • https://www.researchgate.net/publication/309102603_Understanding_research_philosophies_and_approaches • https://spcare.bmj.com/content/4/2/122 • https://journals.sagepub.com/doi/abs/10.1191/026921698670608019?journalCode=pmja

http://www.studiipaliative.ro/wp-content/uploads/2022/09/1.RESPACC_Philosophy-of-Science_C1.pdf

Science Literacy

Lesson Plan	
Topic	O2 MODULE1- NATURE OF SCIENTIFIC ENQUIRY
Title	Science Literacy
Learning Outcome	Defining the different aspects of Science Literacy, how it is developed and measured
Summary	<i>Science</i> is a way of knowing about the world. <i>Science</i> is a naturalistic material exploratory system used to account for natural phenomena that ideally must be objectively and empirically testable. Science literacy requires the ability to find, integrate and interpret information, as well as the time and ability for reflection and evaluation.

Learning Objectives C- Cognition S – Skills A – Attitudes	<p>C - 1.Describes science literacy definitions and history 2.Defines the different aspects of science literacy 3.Understands the interrelation of science and humanities and how they shape peoples’ engagement with science 4.Describes similarities and differences of individual and civic science literacy</p> <p>S - 1.Demonstrates inquisitiveness and observation qualities as well as inventive thinking 2.Shows critical thinking, adaptability and can handle uncertainty 3.Is able to prepare logical arguments and critique qualities when appraising scientific theories and results</p> <p>A-1. Recognizes how personal beliefs affect scientific interpretation and practice 2.Recognizes how individual science literacy can be augmented or mitigated by civic literacy</p>
Learning Methods	<p>90 min session Lecture (Power point) Puzzle game Classroom voting Self-Assessment</p>
Timing	<p>90 min session</p>
Bibliography / Resources	

http://www.studiipaliative.ro/wp-content/uploads/2022/09/2.-RESPACC_Science-Literacy_C1.pdf

MODULE 2 CRITICAL READING & CRITICAL THINKING

How to perform a literature search

<i>Lesson Plan</i>	
Topic	O2 MODULE 2 CRITICAL READING & CRITICAL THINKING
Title	How to perform a literature search
Learning Outcome	At the end of the course clinicians will be capable to find the relevant information by searching in a database.
Summary	Palliative care clinicians need certified medical information to improve patient care. Literature search helps clinicians to improve their knowledge and can be the bridge to the research side in professional development. A search in a database allows them to get answers to medical questions and update new medical opinions/ according to evidence-based medicine. A systematized search in a database allows clinicians to obtain information in the shortest time and perform an efficient search. This session it Will presented what is the path of making an effective search following some search steps and to develop effective strategies using standard search techniques and database refine options. Understanding the literature search cycle helps clinicians to improve their scientific knowledge.
Learning Objectives C- Cognition S – Skills A – Attitudes	C - will understand the importance of literature search and will understand the literature search cycle S - will be able to access appropriate databases, will be able to identify appropriate search terms for their topic or research question and will be able to develop search terms into an effective strategy using standard search techniques and database refine options
Learning Methods	<ul style="list-style-type: none"> • power point presentation, • demonstration, • video • individual work
Timing	ppt – 30 min, 30 min - demonstration, 10 min - summarizing and 20 min - individual work

Bibliography / Resources	<p>Aakash Pandita., et al. "How to do a Literature Search?". EC Paediatrics 7.9 (2018): 862-866.</p> <p>Ecker ED, Skelly AC. Conducting a winning literature search. Evid Based Spine Care J. 2010;1(1):9-14. doi:10.1055/s-0028-1100887</p> <p>Fraenkel, J. R., & Wallen, N. E. (2006). How to design and evaluate research in education (6th ed.). New York, NY: McGraw-Hill</p> <p>https://www.hope.ac.uk/media/gateway/library/How%20to%20do%20a%20literature%20search.pdf</p> <p>https://www.open.ac.uk/library/help-and-support/how-do-i-do-a-literature-search</p> <p>https://web.library.uq.edu.au/research-tools-techniques/search-techniques/where-and-how-search/searching-databases</p>
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Introducing palliative care clinicians to critical reading and academic writing

<i>Lesson Plan</i>	
Topic	O2- MODULE 2 CRITICAL READING & CRITICAL THINKING
Title	Introducing palliative care clinicians to critical reading and academic writing
Learning Outcome	To develop critical thinking and critical evaluation of scientific literature.
Summary	<p>Scientific literature can contribute to the improvement of palliative practice and the development of evidence-based public policies in healthcare. However, the results shown in the scientific literature may sometimes not be rigorous. In addition, research related to Palliative Care has special characteristics due to the study population and the context in which it is developed. For all of the above, it is necessary to train palliative care professionals on how to develop a critical reading and evaluation of the scientific literature.</p> <p>The session will help health professionals to b) develop the vision and critical evaluation of the scientific literature and b) identify the important aspects that must be considered in the population and context of Palliative Care.</p> <p>A practical session will be held where, through two published</p>

	scientific articles, the participants together with the expert will analyze and develop critical reading and evaluation skills. In the first place, a joint analysis of an appropriate published article will be made. Subsequently, the attendees will be divided into groups of four people, so that they carry out the critical analysis of a second article that shows deficiencies. This analysis of the articles within the field of Palliative Care will also help to identify those specific characteristics of this population. This methodology will help participants understand and develop tools for critical reading of articles.
Learning Objectives C- Cognition S – Skills A – Attitudes	Cognition: <ol style="list-style-type: none"> 1. Define how to develop a critical reading of the scientific literature. 2. Explain which aspects should be considered when reading critically the scientific literature. 3. Understand how important is to critically read a scientific literature in order to improve palliative practice. Skills: <ol style="list-style-type: none"> 1. To develop self-abilities to conduct a critical reading and evaluation of literature. Attitudes: <ol style="list-style-type: none"> 1. Know how to carry out a critical reading and evaluation of the literature in the context of palliative care.
Learning Methods	<ul style="list-style-type: none"> • Lecture • Group exercises • Group discussions
Timing	90 minutes session
Bibliography / Resources	<ol style="list-style-type: none"> 1. Marinangeli F, Ciccozzi A, Leonardis M, Aloisio L, Mazzei A, Paladini A, et al. Use of strong opioids in advanced cancer pain: a randomized trial. J Pain Symptom Manage. United States; 2004 May;27(5):409–16. 2. Temel JS, Greer JA, Muzikansky A, Gallagher ER, Admane S, Jackson VA, et al. Early palliative care for patients with metastatic non-small-cell lung cancer. N Engl J Med. United States; 2010 Aug;363(8):733–42.

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Understanding the quality of the research

<i>Lesson Plan</i>	
Topic	O2 MODULE 2 CRITICAL READING & CRITICAL THINKING
Title	Understanding the quality of the research
Learning Outcome	To recognize reliable scientific publications and make appropriate decisions for patients care based on scientific evidences.
Summary	Palliative care clinicians need certified medical information to improve patient care. Scientific literature helps clinicians to improve their knowledge and can be the bridge to the research side in professional development. The quality of the articles needs to be considered by conducting a rigorously quality assessment. Related to quantitative studies, the palliative care clinician assesses the methodological procedures, how bias and errors have being avoided. Regarding the qualitative studies, research process and the depth of its analysis need to be appraised.
Learning Objectives C- Cognition S – Skills A – Attitudes	<ol style="list-style-type: none"> 2. To describe the influence of methodology on quality assessment of an article (C) 3. To present available tools to guide quality assessment (C) 4. To name criteria use to appraise the quality of the journal (C) 5. To make a quality assessment of an article (S)
Learning Methods	Lecture Group exercises Group discussion
Timing	Lecture – 30 min, 30 min – group exercises, 30 min – group discussion
Bibliography / Resources	<ul style="list-style-type: none"> • Critical Appraisal Skills Programme (2019). CASP [online] Available at: https://casp-uk.net/casp-tools-checklists/ Accessed: 19/04/2022. • Moher, D., Shamseer, L., Clarke, M. <i>et al.</i> Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. <i>Syst Rev</i> 4, 1 (2015). https://doi.org/10.1186/2046-4053-4-1. • Tong A, Flemming K, McInnes E, Oliver S, Craig J. Enhancing transparency in reporting the synthesis of

	<p>qualitative research: ENTREQ. BMC Med Res Methodol. 2012;12(1):181.</p> <ul style="list-style-type: none">• Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. Int J Qual Health Care. 2007;19(6):349-357.• O'Brien BC, Harris IB, Beckman TJ, Reed DA, Cook DA. Standards for reporting qualitative research: a synthesis of recommendations. Acad Med. 2014;89(9):1245-1251.• von Elm E, Altman DG, Egger M, Pocock SJ, Gotsche PC, Vandenbroucke JP. The Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) Statement: guidelines for reporting observational studies. Lancet. 2007;370(9596):1453-1457.• Wilson, Kate & Butterworth, Tony. (2000). Research awareness in nursing and midwifery: a workbook. World Health Organization. Regional Office for Europe. https://apps.who.int/iris/handle/10665/108351• Young JM, Solomon MJ. How to critically appraise an article. Nat Clin Pract Gastroenterol Hepatol. 2009 Feb;6(2):82-91. doi: 10.1038/ncpgasthep1331.• Introduction to critical appraisal. https://www.youtube.com/watch?v=iZg_3AjFJH0&ab_channel=SchARRLibrary• Critical appraisal and types of designs. https://www.youtube.com/watch?v=H8Y-yfi3vp4&ab_channel=CochraneCommonMentalDisorders
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Introduction about journal clubs

A practical modality to increase research literacy of the palliative care clinical team is the journal club. The journal club is an opportunity to educate the team on latest advancement in the field by discussing published articles. During the process all the team is encouraged to appraise the quality of the article to discuss the relevance of the findings from the article for own practice and to reflect on how the findings might be implemented in own clinical work.

The initiator of Journal clubs was Sir William Osler in Canada in 1877 and his vision was to prepare and engage trainees in scientific debate.

There are various ways of organizing the journal clubs. In order to be effective, they need to be established as a routine in your institution, engage all the participants by providing in advance the article, be interactive, bring relevant articles into discussion, rotate presenter...

RESPACC has organized 2 webinars on the topic of journal clubs to provide with more models on how to bring this educational modality in your place of work.

RESPACC resources

[How to integrate and organize JOURNAL CLUBS within your palliative care clinical team- Centeno Mason - YouTube](#)

[Experiencing JOURNAL CLUB: How to generate interest and engagement at the level of the clinical team - YouTube](#)

MODULE 3- PRESENTING RESEARCH RESULTS

How to write scientific papers for publication

<i>Lesson Plan</i>	
Topic	O2 MODULE 3- PRESENTING RESEARCH RESULTS
Title	How to write scientific papers for publication
Learning Outcome	<ul style="list-style-type: none"> • Describe the process of writing a research manuscript for publication in journals • Understands the use of different international standards for the drafting of bibliographic references • Awareness of how to deal with reviewers' comments
Summary	<p>The session will explain the processes of transforming research findings into potentially publishable manuscripts for submission to academic and professional journals. It will cover the requirements of different international referencing systems and the importance of acknowledging the sources drawn upon in writing a manuscript. The selection of appropriate journals, the submission procedures and the handling of editors and reviewer's feedback in revisions to the manuscript will be considered. In addition, how to deal with rejection of papers will be discussed.</p>
Learning Objectives C- Cognition S – Skills A – Attitudes	<p>Cognition:</p> <ol style="list-style-type: none"> 4. Explains the rationale for selection of appropriate journals 5. Awareness of the concept of plagiarism and of requirements for citations of others' work 6. Understands how to cite original sources, using different referencing systems 7. Understand the process of writing that includes critical reflection, editing of content, editing of language, proof reading and responding to feedback 8. Can describe the structure of a scientific paper <p>Skills:</p> <ol style="list-style-type: none"> 2. Academic writing <p>Attitudes:</p> <ol style="list-style-type: none"> 6. Recognize the challenges of writing within a team 7. Recognizes that writing is an iterative process.
Learning Methods	<ul style="list-style-type: none"> • Individual / group exercises • Discussions • Lecture
Timing	90 minutes session

Bibliography / Resources	Catherine Walshe 2018 Clear, Simple, Precise, Meaningful: A Quick Guide to Writing for Publication - Indian Journal of Palliative Care (jpalliativecare.com)
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http://www.studiipaliative.ro/wp-content/uploads/2022/09/6.-RESPACC_How-to-write-scientific-papers-for-publication_C1.pdf

RESPACC Webinar Tips for a good journal paper

https://www.youtube.com/watch?v=tjJhIEsKV-8&feature=emb_logo

How to prepare a conference poster

<i>Lesson Plan</i>	
Topic	O2 MODULE 3- PRESENTING RESEARCH RESULTS
Title	How to prepare a conference poster
Learning Outcome	To achieve necessary knowledge and skills to produce a poster that reflects accurately the results of the research.
Summary	This session will enable participants to transfer their research results into a poster presentation. This will be achieved by reflection on the characteristics of an ideal poster, discussions on how to present key messages through a poster and aspects to consider when designing a poster; presentation of templates for posters and groupwork that will provide the opportunity to design own poster
Learning Objectives C- Cognition S – Skills A – Attitudes	C – 1.Present the characteristics of an ideal poster 2.Explain how to present key messages for a poster 3. Describe steps necessary to design a poster S - 1.Design a poster on a given abstract /research
Learning Methods	<ul style="list-style-type: none"> • Lecture • Group exercises • Group discussions
Timing	120 min session

Bibliography / Resources	<ol style="list-style-type: none">1. Patience G.S., Boffito D.C., Patience D.A. (2015). <i>Communicate Science Papers, Presentations, and Posters Effectively</i>, London: Elsevier, pp. 176-1972. Rezaeian, M., Rezaeian, M., & Rezaeian, M. (2017). How to Prepare a Poster for a Scientific Presentation.3. Miller J. E. (2007). Preparing and presenting effective research posters. <i>Health services research</i>, 42(1 Pt 1), 311–328. https://doi.org/10.1111/j.1475-6773.2006.00588.x4. Dowling, S., & Albarran, J. (2017). Developing and producing a focused conference poster. <i>British Journal of Cardiac Nursing</i>, 12(8), 371-374. https://doi.org/10.12968/bjca.2017.12.8.3715. Hess G , Tosney K , Liegel L . Creating effective poster presentations . http://www.ncsu.edu/project/posters . Published 20106. Bindon, S. L., & Davenport, J. M. (2013). Developing a professional poster: four "ps" for advanced practice nurses to consider. <i>AACN advanced critical care</i>, 24(2), 169–176. https://doi.org/10.1097/NCI.0b013e318287a3fb
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