

## IBMS 7010-8PP Student Journal Club and Research Presentations – Fall 2019

**Room and Time:** Research Presentations: MED 444B, Tuesdays 8:30 a.m. - 10:00 a.m.

Discussion leader for a published research paper: MED 3.078V (Physiology Large Conference Room), Tuesdays 8:30 a.m. - 10:00 a.m.

**Instructors:** Dr. Martin Paukert (STRF 208.2, x2-4052, [paukertm@uthscsa.edu](mailto:paukertm@uthscsa.edu))  
Dr. Gek-Ming Sia (MED 2.213B, x7-4235, [siag@uthscsa.edu](mailto:siag@uthscsa.edu))

**Course Administrator:** Tanya Davila (MED 334 ½ D, x7-4381, [DavilaT3@uthscsa.edu](mailto:DavilaT3@uthscsa.edu))

### Five Course Requirements:

(1) A 45 min research presentation (followed by questions):

These are intended to be similar to a seminar style presentation. Students present their own data, no matter how preliminary, together with sufficient background (taking into account the diversity of the seminar audience). All students are required to discuss their research presentation plans with their mentor two weeks prior to the presentation date. Presentations must not be read from script (there should be no eye-contact with computer screen necessary) and must be practiced. All Physiology and Pharmacology discipline faculty members will be invited to attend, and will be asked to complete evaluation forms. Two student reviewers will also be assigned.

**\*\*\*Please email Tanya ([DavilaT3@uthscsa.edu](mailto:DavilaT3@uthscsa.edu)) a title and short 4-5 sentence abstract of your presentation at least one week in advance.**

(2) Give a 20-25 min introduction of a published research paper then lead group discussion and questions:

These presentations are intended to be *highly interactive journal club discussions* with the presenting student taking the role of discussion leader. The presenting student starts the discussion with a brief introduction of the scope and approach of the presented study, and explains potential relevance for their own research interests. Given the diversity of research interests among students, manuscript selections should consider the breadth as well as depth of the scope of the described study. While we do not want to set any formal limits regarding impact factor of the scientific journal, or number of citations of manuscripts older than a year, please note that manuscripts published in multidisciplinary journals are often a good choice. Students are encouraged to get advice from their mentor and should establish a ranked shortlist of three candidate manuscripts, which they will share with the course instructors at least 1.5 weeks before the class meeting. The instructors will either choose one of the shortlisted publications or may assign a publication of related topic. Presenting students should end the discussion with a brief summary and provide their own opinion and critique of the paper. While use of PowerPoint is allowed, use of the white board is encouraged to facilitate discussion. If PowerPoint is used, do not read from a script (there should be no eye-contact with computer screen necessary).

**\*\*\* All students are expected to have read the journal article and be able to contribute to discussion.**

**\*\*\*Please email Tanya ([DavilaT3@uthscsa.edu](mailto:DavilaT3@uthscsa.edu)) a pdf of the entire paper that has been approved by the instructors at least one week in advance.**

During your manuscript critique, make sure the following points are covered:

- a. What is the overarching question that the paper is addressing?
- b. What is the specific question that the paper is focusing on?
- c. What was the hypothesis that they were testing?
- d. Was there any novel or specialized methodology that was used, which needs to be explained to the class?  
Are there alternative approaches to test this hypothesis?
- e. What were the results? Were they consistent with the hypothesis?

- f. What do you think of the quality of the data and the author's interpretation? Do you believe the data?
- g. Were there alternate interpretations of the results?
- h. What do the findings in this study mean for the field?
- i. What are the obvious next experiments that could/should be done?
- j. Why did you choose this paper?

### (3) Critiques

Research Presentations: **All Students are required to receive feedback on their Research presentation from reviewing faculty and other assigned student reviewers.** The format will be informal and will occur immediately after the seminar session. The goal is to provide immediate feedback on the performance of the presenters. This feedback is meant to be constructive and helpful. Remember, the goal is to help the presenter improve his or her presentation skills.

### (4) Review of Video Recording – *Research Presentations only*

**Each presenter will be provided with a recorded video of their own presentation for self-critique.** Tanya will email the web link to you once she has received it. Each student is encouraged to utilize the video for their personal growth and development as researchers and public speakers. The student is encouraged to review the video with their mentor.

(5) Attendance is required at all Journal Club Meetings and Research Presentations. Please see below for specific rules and guidelines regarding attendance.

### **Grading:**

Research Presentations: Grading is based upon the presentation, assigned reviewer responsibility, timely provision of materials for presentation announcement, and viewing of video. Grading of the presentation will be focused mostly on the effort and organization of the presentation, not the data.

Journal Club: Grading is based on ability to lead discussion of a research paper, as well as participation in discussion when not the assigned discussion leader.

For both components, attendance will be factored into the final grade.

So long as it is apparent that an effort has been made to improve on one's previous presentations, we don't predict anybody will get less than an A. Missing presentations or classes due to illness or acceptable academic effort (e.g. conference attendance) does not count against the grade. **Email Tanya at least 24 hours in advance if you plan to miss class.** However, for missing presentations or classes for other reasons, or missing assigned critique sessions, and not watching one's own video, grades will drop as follows:

- Missing 2 classes, drops grade to a B.
- Missing 3 classes, drops grade to a C.
- Missing 4 classes, drops grade to a Fail.

Students are required to turn off cellular phones during all journal club and research presentations.