Graduate Research Seminar  
Population Health 820  
Fall 2014

**Instructors:** Corinne D. Engelman, MSPH, PhD  
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**Time:** Wednesdays from 12-1 p.m.  
**Location:** 132 WARF, except where noted in schedule

**Course Objective:**  
The goal of this class is to improve your skills in scientific communication and your ability to evaluate and discuss population health research.

**Course Format:**  
You will be required to make professional presentations of your work to a diverse audience, attend presentations of other students’ work, and participate in discussions of issues commonly related to successful performance and presentation of research. The basic format for this class is a series of seminars along with panel discussions.

**Responsibilities:**  
There are four tasks you will be responsible for completing in this class:  
1. Providing a title and abstract for your seminar  
2. Composing and presenting your seminar  
3. Providing feedback on other students’ seminars  
4. Regularly participating in discussions and asking questions

**Course Outline:**  
In the first class, we will review the syllabus and set the schedule for the seminars. For the remainder of the course, you will give a seminar (one student per session), attend talks by other students, and participate in discussions. You should present your thesis or dissertation research proposal, challenges and/or findings. Consult one of the instructors or your advisor if you need guidance.

Your first task will be to email Dr. Engelman a preliminary title for your seminar by Wednesday, September 10, 2014.

**By the Wednesday before your seminar**, you must email Dr. Engelman an updated title and abstract formatted following the instructions for authors for *JAMA* (http://jama.ama-assn.org/site/misc/ifora.xhtml). Alternatively, you may use another abstract format for a suitable journal or conference in your field.
Your second task will be to compose and present your seminar. This is an opportunity to improve your presentation skills in front of a friendly audience. Practice your presentation (preferably multiple times) before giving your seminar and consider the following:

1. **Time:** Your seminar should be approximately 40 minutes long to allow adequate time for questions and discussion following your presentation. As a general rule of thumb, you should have no more than one slide for each minute of presentation (i.e., no more than 40 slides for a 40-minute talk).

   Realize that your audience will not have seen your slides before your seminar and most will be unfamiliar with your area of research. Therefore, spend an adequate amount of time presenting important background slides. However, the emphasis in your presentation should be placed on your planned or accomplished work. Most substantive questions will be held until the end of the prepared talk.

2. **Content:** Avoid small font sizes (e.g., less than 16- or 18-point), fonts with serifs, animation that is more distracting than useful, and cluttering a slide with too much text. Choose color schemes and templates that will be visible under the room conditions. Simple black and white slides are recommended. We recommend no more than 6 lines of text per slide.

3. **Audience:** The audience will be primarily comprised of fellow students and the course instructors. Students are **strongly** encouraged to invite in advance their thesis or dissertation advisor, committee members, and any other faculty, staff, or guests that may be appropriate.

Before your seminar, you are expected to check out the laptop and projector from the Department of Population Health Sciences, and return the equipment afterwards.

**Evaluation:**

- Provide title and abstract one week prior to presentation 20%
- Seminar presentation 40%
- Attendance and participation in discussions 40%

**Academic Integrity:**

UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

"Academic misconduct is an act in which a student:
a. seeks to claim credit for the work or efforts of another without authorization or citation;
b. uses unauthorized materials or fabricated data in any academic exercise;
c. forges or falsifies academic documents or records;
d. intentionally impedes or damages the academic work of others;
e. engages in conduct aimed at making false representation of a student's academic performance;
f. assists other students in any of these acts."

**Accommodations for disabilities:**

If you need accommodations due to a disability please see the instructors as soon as possible.