Presentation Guide Lines:

Each student is required to do an oral presentation. Each student will research a current topic relevant to physiology and will present it to the class. The presentation may cover any physiological topic that you find interesting and relevant as long as it can be narrowed enough to discuss in detail the physiological mechanisms at work. Researched information must include at least three peer reviewed scientific articles as primary references, with one minimum within 5 years recent. Each student presentation should be between 5 – 10 minutes and must include a one page summary of his or her topic and a reference sheet. This assignment is designed to provide each student the opportunity to ask questions relevant in physiology and to independently research the topic by reading through peer reviewed scientific articles with a new understanding and insight to physiology. In addition, the presentations will provide an opportunity for students to practice disseminating information. Each student is required to communicate to their peers what they have learned in a clear, professional manner. Effective presentation of your ideas and knowledge is a valuable skill and this activity is designed to allow you an opportunity to develop this skill.

Oral Presentation Guide Lines:

Each student can do the presentation by themselves or in a group of no more than four other students (Five total). Even though you may be working in a group, each student will still be required to present for at least 5 minutes and will be graded solely on their component of the presentation.

The most difficult part of this assignment will be choosing a topic. There are a tremendous number of research choices considering how much is known in the field of human physiology, but not all will be appropriate or best suited for this assignment. You will need to find a topic where the mechanisms are fairly well established or hypothesized. It will be difficult to find information as well as present a topic where little is known in that field. For example, little is know about the mechanisms involved with autism, so although it is an interesting topic, this would not be a good choice. Presentations should provide the class with enough background to allow for clear and thorough understanding of the physiological mechanisms and the physiological relevance of the summary information. The presentations MUST EXPLAIN a physiological mechanism (mechanics)! (The explanation of physiological mechanism is the most important component of the presentation). If you plan on using a video clip to further present your topic, the video should NOT be used in substitute for your own presentation. Students may use a variety of ancillary presentation materials (computer presentation –Power point-, posters, overhead transparencies, handouts, etc.) Presentations will be given during lab on the specific indicated days (12/1 or 12/3). Presentations must be accompanied by a type-written one page summery of the information being presented (one summary per person) and a reference sheet listing all sources utilized.

During the 4th or 5th week of class a sign-up sheet for summary presentations will be passed out and students can choose a date and topic they which to cover – so start thinking!

Getting started:

Students will research and present to the class a specific topic relevant to human physiology. Students can research any topic current in human physiology which is of particular interest to them (especially within their area of focus – kinesiology, pharmacy, nursing etc.). Start by thinking of several questions you would like answered. It can be on anything related to physiology (the how and why of specific body functions – or malfunctions). There are many topics to research- finding a topic should not be the limiting factor! For instance: you may want to understand better how lactic
acid signals muscle training or maybe if creatine supplements improve muscle endurance or maybe you want to learn more about addictions and drugs or drug withdrawal symptoms. Make sure if your initial question is broad that it is narrowed. For example, you may interested in how caffeine affects the body. Because this is a very broad question you must narrow your topic. You might specifically be interested in the stimulatory affects of caffeine on the heart or maybe how caffeine affects the brain chemistry. There are so many things to research, what will be difficult is limiting your research to a specific topic. The more specific your question the easier it will be to research. Start by doing some basic research; review your text and lab manual, do a simple google search. Maybe check out Wikipedia and the references they list. This should provide you a better framework from which to pose more specific questions as well as familiarize you to know the relevant terminology. Make sure that what you are researching are the physiological mechanisms involved with the topic you are researching – what and more importantly HOW it happens. For example you may now ask “How does caffeine stimulate the nervous system?” or “How does caffeine stimulate the heart?” Once you feel you have a pretty good handle on the topic then dive into the Scientific research. It can be very technical and difficult to understand, so having grounding first is very helpful. Each student will be required to have at least three peer reviewed primary scientific research articles relating to their portion of the presentation and at least one with 5 years recent. Below is a short list of some Scientific Resources. You will be able to determine if the article is a primary research if it has an abstract, introduction, methods & materials section, statistics section, results a discussion and a reference list. Do not simply site websites, books or reviews. Look for the primary research articles to help support your presentation.

Types of peer reviewed Scientific Journals where information may be found (a brief list):


Types of Journals/resources that are not acceptable as for use as a primary reference in a scientific report:

- Newspapers, News Magazine (Time / Newsweek, Omni / Discover or similar)
- Popular magazines (Muscle man, Men’s week, Nursing, Women’s Health)
- Textbooks (Human Physiology, Fox)
- Websites (Wiki)

Before you start your literature search review WVC library’s basic literature search tutorial. This tutorial will introduce you how to use ProQuest to search for scholarly articles. Go to the library website (http://www.westvalley.edu/library/). Select “Research Guides” then “Learn the Basics of Searching”. Next select “Basics of Searching Databases” and watch the tutorial. You may also use PubMed to find peer reviewed scientific articles. I will post on my website instructions for using PubMed for finding peer reviewed articles.

Once you have viewed the tutorial or the PubMed instructions, get started. ProQuest can be accessed online from campus or home on the library webpage: http://www.westvalley.edu/library/ (select the “Find Articles” button). Note: when you start your search be sure to select the “limit search to scholarly journals” checkbox. There are a lot of sources of information out there, thus...
there is a lot of information available. Some sources are appropriate, some are not. For this assignment you are required to include at minimum of three peer reviewed primary research articles. Peer reviewed articles are always accompanied by references.

**Warning:** The Internet is a readily available resource and is becoming more popular every day but beware that not everything you find there is valid. A recent study indicated that 42% of the medical information on the internet was unreliable and 6% contained false information. *If you cannot determine the author of a source and it is not referenced DO NOT use it.* Any information obtained from the internet must be referenced with the original manuscript (you can not just simply type the URL of the website your found the information.

**Grading: Each student will be graded independently on the information they present.**

The total presentation and summary page and written report is worth 50 points. Each student will be graded on his or her specific contribution to the presentation and their own summary and reference list. It is important to note, for those doing group oral presentations, that simply compiling information for the group does not warrant points – actual dissemination of information and demonstration of mastery of the information does. **Make sure you are not covering information that has already been presented in class. You should be providing new information to the class.**

A grading rubric will be used to assign points to your presentation, this is available for you download and use when preparing your presentations.