Presentation Assignment for Core Programs

Logistics
In groups of four, students engage in a “think, pair, share” format where they brainstorm on a topic in their textbook (not yet covered in class). When a topic is agreed on by a majority vote, the group of four will break off into two search teams. Each team finds one resource to summarize using a library database. Upon re-grouping, all four members synthesize bullet points on pathology, etiology, diagnostic, and treatment. Epidemiology and “red flags” such as contraindications or differential diagnosis are encouraged, but not required. In adhering to the primary four-part format (pathology, etiology, diagnostic, and treatment), groups cogently organize final presentation in efficient steps. Groups should plan to present for eight to ten minutes or two minutes on each part. All of the above can be done in one class session or over three sessions. Instructors can choose to have a day of presentations or space them out as they desire.

SLOS
Students will be able to summarize one reference database resource with regard to pathology, etiology, diagnostic, and treatment information of a health topic.
Students will be able to use teamwork consensus to synthesize their summaries and capture relevant data for presentations.
Students will be able to access their program’s library web page to begin the research process with a reference database.
Students will be able to use filters or Advanced Search to narrow their search in a reference database.
Students will be able to iterate search terms by way of brainstorming synonyms.
Students will be able to gain proficiency in public speaking and presenting.

Modeling
The Instructor and/or Librarian will demonstrate searching a reference database for accurate information on UTIs as an example.

Recording the Research Process
Each student will write bullet points on their individual contribution alongside teamwork that results in consensus.
1) List your top two ideas (not yet covered in class from your textbook), which you shared with the group
2) Summarize your group’s decision on a topic. Was it contentious or harmonious? Did the most passionate person prevail or did the best or easiest idea prevail?
3) After breaking off into teams of two, keep record of your initial search terms for each person. Iterate the search terms at least two more times (e.g. “clean-voided” vs. “midstream catch” as modeled by Instructor and/or Librarian.
4) List two bullet points for pathology, etiology, diagnostic, and treatment.
5) Provide at least one visual item or/and “red flags” such as contraindications or differential diagnosis or special circumstances that will make audience pay attention, as their patients safety could be jeopardized.
6) Record how your two teams rejoined as a group of four people and how you all reached consensus. Was it easy? Did one person dominate? Was there turn-taking? Did the best ideas win or the strongest personalities?
7) Outline your presentation (pathology, etiology, diagnostic, and treatment) with at least four bullet points per part. Think about an introduction and a closing. How will you grab attention or create interest? Perhaps prevalence rates of a given pathology or its lethal impact? Or how it goes unnoticed and spreads? Or perhaps how much it impacts a patient and requires many follow-ups by different providers like an autoimmune disease.