

Instructions for CVER Journal Club Presenters

1. Start Early!

If you are interested in presenting an article, begin planning at least 14 days in advance. This will allow plenty of time to find faculty support, select an appropriate article, and develop your presentation.

2. Select a topic in Epidemiology you would like to present

Topics in epidemiology (such as epidemiologic studies, or stream in method development) are preferred, but students may also select articles that highlight trends in the field, breakthroughs in Epi research, or topics particularly relevant to graduate students.

3. Seek out a faculty member that has expertise in this area

Start with DHM faculty, but you may also connect with faculty in other departments such as those in Education, Psychology, and Medicine. If you are unable to find faculty support within DHM, consider obtaining guidance from faculty at another institution (FIU or other collaborators).

4. Article selection

Work with your faculty support person to identify an appropriate article to present. You may already have an article in mind, or your faculty member may be able to recommend one. **Submit your article to CJC at least 1 week prior to presentation.** A good journal club article:

- Is of interest to the presenter, but also has appeal to the general CVER audience
- Describes something novel in the field
- Is well-written, and not too technical?
- Has a clear methods section
- Is current
- Is published in a good veterinary Epi journal

5. Develop your presentation

It is recommended that students prepare a PowerPoint presentation to provide structure to the discussion. However, handouts, hands-on activities, or other methods appropriate may also be used.

6. Presenting at CVER Coffee Social

- a. Student presents the main points of the article (15 minutes)
 - Review the Background, Research Question/Hypothesis, Methods, Results, Discussion, Conclusion
 - Provide additional explanation for advanced topics (e.g. novel methods, complex study designs, new theories). Note this may require additional readings and/or guidance from your faculty support person.
 - Discuss the strengths and limitations of the article (including those not explicitly mentioned in the article)
 - Describe the significance of the article
 - Provide additional references for those who want to learn more about the topic
- b. Student-led discussion (20 minutes)
 - Prepare 2-3 questions to stimulate discussion about the article. Potential topics include bias, sample selection, ethical issues, conflicting results from other studies, etc.
- c. Open Q & A (15 min)

(*Note: Adapted from Epidemiology Journal Club at Miami Public Health Graduate Studies)