Guidance for Epidemiology Journal Club Presenters

1. Start Early!

   If you are interested in presenting an article, begin planning at least 60 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 advanced epidemiology (such as modern analytic methods) are preferred, but students may also select articles that highlight trends in the field, breakthroughs in Epi research, or topics particularly relevant to PhD students. See EJC Topics list for ideas.

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

   Start with DPHS 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 UM, consider obtaining guidance from faculty at another institution (FIU or other collaborators). Externals supporters may be able to join EJC via Skype or teleconference.

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 EJC leadership at least 3 weeks prior to presentation**. A good journal club article:

   - Is of interest to the presenter, but also has appeal to the general EJC 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 top 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 for the topic may also be used.

6. Presenting at EJC

   a. Student presents the main points of the article (25 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)