

York University
School of Kinesiology and Health Science

HH/KINE 4140 3.0
Nutrition and Human Diseases

WINTER 2023

COURSE OUTLINE

LAND ACKNOWLEDGMENT:

“York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.”

INSTRUCTOR

Olasunkanmi Adegoke, PhD

Lumbers 223

Extension: 20887; email: kine4140@yorku.ca

Email correspondence: ensure ‘**KINE 4140**’ appears on the subject line. Don’t send blank emails, even if you have an attachment. **Ensure appropriate email etiquette:** for example, I will not respond to an email that has this kind of content:

‘hey prof, can i meet with u tmrw? Respond asap.’

Check the [eClass site](#) for current and useful course info, as well info about relevant research and scholarship info.

Office hours: Tuesdays, after 2.30pm (virtually, by appointment)

PREREQUISITE: HH/KINE 4020 3.0 Human Nutrition

TIME AND LOCATION:

First class on Thursday, **January 10, 2023**

Last class on Tuesday, **April 6, 2023**

Location:

Tues: WC118

Thurs: ACW 306

Remote: if required and so indicated, lectures, seminars, exams, and any other activity in the course may be delivered virtually:

REMOTELY using ZOOM

(<https://yorku.zoom.us/j/94826893734?pwd=bGJRc0ZoVnJmK1ZNb1pZYmJycU40Zz09>).

(While this link is available from eClass, it is a good idea to save the link in case eClass is inaccessible)

When: 11.30pm – 1:00 pm; Tuesdays and Thursdays

No classes February 18-24 (Fall Reading Week)

NOTE: While efforts will be made to record the lectures, students should not bank on this. STUDENTS MUST PLAN TO ATTEND the lectures.

Technical requirements for taking the course:

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director / TA, as well as with one another.

Please NOTE:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. You also need a functional, dependable laptop.

Technology requirements and FAQs for eClass can be found [here](#).

When course components are delivered remotely, while it is preferred, students are not obliged to have their cameras on. This also applies during seminars, EXCEPT for the presenters/speakers who MUST have their cameras on.

ALL EXAMS will be written in-class but on students' laptops. No paper exams will be distributed. For these activities, in addition to a stable, higher-speed Internet connection, you will need a computer with webcam and microphone, and/or a smart device with these features.

Useful links describing computing information, resources and help for students:

Student Guide to Moodle	https://lthelp.yorku.ca/student-guide-to-moodle
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://www.yorku.ca/scld/remote-learning/

Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

LEARNING VIRTUALLY (ZOOM CLASSROOMS): Things to bear in mind:

1. You will need a passport York account (usually your email address: X@yorku.ca) for authentication. If you do not have one, please contact askit@yorku.ca to have one set up for you.
2. Ensure your Zoom Application is up to date.
3. Have a dedicated, (if possible) secluded 'zoom lecture' room, relatively free of traffic/distractions/noise
4. Consider using Zoom Virtual background. Follow this link to YorkU-themed virtual backgrounds that you can download and use. (<https://www.dropbox.com/sh/twewiddt4tviz9x/AADyjLc8Uwp6nBxNBwzwVLJPa?dl=0>). Again, ensure you are using the most updated version of Zoom otherwise you might have issues with virtual background. For more info, see Zoom resource page (<https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>).
5. For best experience it is preferred that you have your camera on during lecture
6. If exams are held virtually, during such exams (midterm/final), your camera option in Zoom MUST be turned on.
7. Always ensure professional and courteous conduct: for example, it is NOT acceptable to appear on Zoom in your pyjamas!
8. See this link to read about other recommendations from YorkU IT: <https://yorku.zoom.us/#guides>.

PLEASE NOTE:

"Students must make every effort to arrange adequate internet connection, especially for tests and exams. Students that have any specific concerns about their internet connection should seek all available options for writing their exam in a location with a stable internet connection. Students that are not confident they can access a reliable internet connection must communicate their concerns to the instructor well in advance of the test/exam."

INSTRUCTORS' STATEMENT

This course builds on KINE 4020. It focuses on the roles that nutrition and dietary practices play in the prevention, treatment, and management of human diseases. Special attention will be paid to the effects of nutrients on tissue and body systems (muscle and skeletal, immune, cardiovascular), and on whole body health. Students with interests in nutritional determinants of health and body performance, as well as those with interests in health and medicine, clinical nutrition, and dietetics will find the course useful. We will use formal lectures, student presentations and, when appropriate, guest lectures by practicing clinical dietitians, public health agency workers, or people in allied fields to deliver course contents.

COURSE DESCRIPTION

The course discusses nutrition as it affects human health and management/treatment of human diseases. It discusses topics like: nutrition and the immune system; nutrition and aging; ethnic nutrition and health; nutrition and the health of skeletal muscle; food and drug interactions; and nutrition in the treatment and prevention of selected human diseases including myopathies, cancer, cardiovascular disease, osteoporosis, and diabetes. Through participation in group seminar presentations, students will also develop skills in interpersonal relationships, formulation of research questions, reviewing scientific papers, and in preparing and giving oral scientific presentations.

COURSE LEARNING OBJECTIVES

- 1) Brief statement of the purpose of the Course. The course will help students understand the link between nutrition, dietary practices and different aspects of human health. Students will understand how nutrition can affect immune function and aging; link between prenatal and perinatal nutrition and chronic diseases, and nutritional genomics. They will learn about the roles of specific nutrients in the prevention and treatment/management of selected human diseases. Because the course also incorporates group seminar presentations on topics in human nutrition, students will learn to work in groups, read and critique design of nutrition experiments, and give oral presentations.
- 2) Brief list of specific learning objectives: by the end of the course students should be able to
 - a. Discuss and critique the roles nutrients and dietary practices play in the prevention and management/treatment of common human chronic diseases (such as cancer, diabetes, cardiovascular diseases, digestive diseases, and musculoskeletal diseases).
 - b. Identify, discuss and critique the roles and effectiveness of a group of nutrients (called nutraceuticals) that plays roles additional to their serving as a source of fuel for the body.
 - c. Discuss the roles that genetic and epigenetic factors play in determining the health status of an individual and nutrition therapy outcomes.
 - d. Identify and discuss the challenges minorities and immigrants face in obtaining and applying science-based nutrition information for improved health and wellbeing.
 - e. Through group seminar preparation and presentation, work with others in researching and presenting nutrition-related seminars, and in so doing would have developed better interpersonal skills.
 - f. Identify, discuss and critique the steps involved in nutrition related research, such as experimental design, subject selection, statistical analyses, data presentation and interpretation.

COURSE STRUCTURE

- A. Class lectures by the instructors. Class notes will be available on [eClass](#).
- B. Group power point presentations coordinated by the instructor and TA. See below.
- C. Guest lectures

REQUIRED READING

Required Readings:

1. Ambika Satija, Edward Yu, Walter C Willett, Frank B Hu. Understanding Nutritional Epidemiology and Its Role in Policy. *Advances in Nutrition*, Volume 6, Issue 1, January 2015, Pages 5–18. <https://doi.org/10.3945/an.114.007492>.
2. Jocelyn Kaiser. NIH's 'precision nutrition' bet aims for individualized diets. *Science* 5 Feb 2021, Vol 371, Issue 6529, p. 552. DOI: 10.1126/science.371.6529.552
3. Susanne Rautiainen et al 2016. **Dietary supplements and disease prevention — a global overview.** *Nature Rev Endocrinol*. 12, July 2016: 407-420.

4. Paola M. Hunter and Robert A. Hegele 2017. **Functional foods and dietary supplements for the management of dyslipidaemia.** *Nat Rev Endocrinol.* 2017 May;13(5):278-288. doi: 10.1038/nrendo.2016.210.
5. Debojyoti Dhar, Abhishek Mohanty. **Gut microbiota and Covid-19- possible link and implications.** *Virus Res.* 2020 Aug; 285:198018. doi: 10.1016/j.virusres.2020.198018.
6. Talha Rafiq, Sandi M Azab, Koon K Teo, Lehana Thabane, Sonia S Anand, Katherine M Morrison, Russell J de Souza, and Philip Britz-McKibbin. **Nutritional metabolomics and the classification of dietary biomarker candidates: A critical review.** *Adv Nutr* 2021; 12:2333–2357.
7. Lukas Schwingshackl, Holger J Schünemann, Joerg J Meerpohl. **Improving the trustworthiness of findings from nutrition evidence syntheses: assessing risk of bias and rating the certainty of evidence.** *Eur J Nutr.* 2020 Dec 30. doi: 10.1007/s00394-020-02464-1.
8. Sascha Sauer & Annabell Plauth 2017. **Health-beneficial nutraceuticals—myth or reality?** *Appl Microbiol Biotechnol.* 2017 Feb;101(3):951-961. doi: 10.1007/s00253-016-8068-5.
9. Martine J. Sealy et al 2016. **Content validity across methods of malnutrition assessment in patients with cancer is limited** *Journal of Clinical Epidemiology* 76 (2016) 125e136.
10. Siscovick DS, Barringer TA, Fretts AM, et al. **Omega-3 Polyunsaturated Fatty Acid (Fish Oil) Supplementation and the Prevention of Clinical Cardiovascular Disease: A Science Advisory from the American Heart Association.** *Circulation.* 2017 Apr 11;135(15): e867-e884.
11. Susan T. Mayne, Mary C. Playdon, and Cheryl L. Rock. **Diet, Nutrition and Cancer: Past, Present and Future.** *Nat Rev Clin Oncol.* 2016 Aug;13(8):504-15.
12. Alicia L. Carriquiry. **Understanding and Assessing Nutrition.** *Annu. Rev. Stat. Appl.* 2017. 4:123–46.
13. Nádia Cristina Fávaro-Moreira, Stefanie Krausch-Hofmann, Christophe Matthys, et. al. **Risk Factors for Malnutrition in Older Adults: A Systematic Review of the Literature Based on Longitudinal Data.** *Adv Nutr* 2016;7:507–22.
14. Lukas Schwingshackl, Heiner Boeing, Marta Stelmach-Mardas et. al. **Dietary Supplements and Risk of Cause-Specific Death, Cardiovascular Disease, and Cancer: A Systematic Review and Meta-Analysis of Primary Prevention Trials.** *Adv Nutr* 2017; 8:27–39.
15. Karen Kaplan 2013. **Presentations: Pressure to Perform.** *Nature* 494, Feb 21, 2013, pp 391–
16. Other relevant journal articles as indicated by instructor.

TEXTBOOK

M Nelms, K P Sucher, and K Lacey: **Nutrition Therapy and Pathophysiology**, 4th Edition. ISBN-13: 978-0357041710; ISBN-10: 0357041712 Wadsworth, Cengage Learning. Belmont, CA, USA, 2020

3rd edition of the book too (ISBN-13:978-1-305-11196-7) is fine.

Useful text:

S R Rolfes, K Pinna and E Whitney: **Understanding Normal and Clinical Nutrition**, 9th edition. Wadsworth, Cengage Learning. Belmont, CA, USA, 2012. ISBN-13: 978-0-8400-6845-3; ISBN-10: 0-8400-6845-X

COURSE CONTENT: Through formal lectures, special readings, and seminars, the course will cover many of the following topics

1. Introduction: Diet and Health
2. Nutrition and the Immune System: Inflammation

3. Nutrition and Public Health: Food and Water Safety
4. Selected nutrients and their roles in the prevention/management of chronic diseases
5. Nutrition and SARS (Severe Acute Respiratory Syndrome)-Related Diseases, especially COVID-19.
6. Nutrition and Neoplastic diseases
7. Nutrition in the prevention and treatment of diseases of the cardiovascular system
8. Nutrition and Ageing
9. Nutritional Genomics
10. Nutrition and diseases of the musculoskeletal system
11. Nutrition and liver diseases
12. Nutrition in Complementary and Alternative Medicine (CAM)
13. Nutrition and diabetes
14. Selected topics in Medical Nutrition: Nutrition Support (Nutrition Intervention; Enteral and Parenteral Nutrition, Drug-Nutrient Interactions)
15. Selected Topics in Ethnic and Community Nutrition

EVALUATION

Midterm Exam	25 %
Group Power Point Presentation-1	6%
Group Power Point Presentation-2	24%
Final exam (cumulative)	45%

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

MIDTERM AND FINAL EXAMS, POWER POINT PRESENTATIONS

The Midterm and Power point Presentations will be held on the following days during regular class hours. The Midterm will **include multiple choice, short answers, fill-in-the-blanks, matching, true-or-false, and/or short essays**.

A) Midterm:

- Thursday February 9, 2023
- Includes materials covered in class up to and including Tuesday February 7, 2023.
- Exams will be written in-class: students will be informed in advance if the exam will be written on paper or on students' laptops.

B) Power Point Presentations

Students will work in groups of 2-3. **Group topic, composition and dates of presentations will be assigned randomly**. Students will be assigned a topic from the list provided by the instructor. Students are invited to submit topics they would like to see included in the list. To be considered for inclusion, the topics must be emailed to the instructor by Friday February 10, 2023. Each group will research the topic assigned to it, using the latest research articles on the topic, and give **2 presentations**, a minor and a major one. Journal articles selected for use must have been published within the last 2 years. At least 4 highly relevant

ORIGINAL research articles must be read, discussed, and cited. Review articles are very useful, and you should them: but they do NOT count towards the 4 original research articles.

Groups and Topics will be assigned the week of February 13, 2023.

In-class meeting between group members: Thursday February 16, 2023.

Presentation 1 (Minor):

Groups 1-7: March 2, 2022

Groups 9- : March 7, 9, etc. depending on your groups, with 7 groups presenting each day.

- Presentations are 10 min long (7-min presentation, 3-min question period) long.
- **Student attendance is mandatory**

This presentation is meant to be preparatory to the major presentation. The objective is to give the instructor and fellow students an opportunity to critique your planned presentation. This presentation should contain, at the very least: a description of the topic; outline of the sub-topics, outline/summary of the main journal articles you will use, and what you expect your audience to take from the presentation. Bear in mind though that the more in-depth your presentation is, the better would be the quality of the critique you receive. You do **not** need to submit/send any document for this presentation.

FOR BOTH PRESENTATIONS 1 AND 2:

-The cover (first) slide **must** contain your group number and title, and the names of group members. On the date of presentation, a designated member of each group must arrive/log in early to upload the presentation unto the computer. You must have your files on a USB memory key or on your computer (if you will share the slides): for time consideration, you will NOT be allowed to download the files from your emails. You will lose the allotted time and /opportunity to present if you do not arrive on time/are not ready on your designated date and time.

Presentation 2 (Major):

Groups 1-4: Thursday March 16

Groups 5-8: March 21

Groups 9-12: March 23, etc.

- Presentations are 17 minutes long (14-minute presentation, 3-minute question period).
- **Student attendance is mandatory**

Also note for **Presentation 2**

Group	Students can meet with TA for guidance about their seminars and 1-page summary	Email a copy of Presentation & 1-page summary to <u>instructor & TA.</u>	Students present Power point presentation during class
Groups 1-4	From March 10	March 14	March 16
5-8		March 19	March 21
9-12		2 days before presentation	March 23
13-		“	March 28, etc.

When sending the required files, do not send a link: just the FILES! If you send a link, we will NOT click on the link: it will be as if you did not send the file/s.

Group grades for the assignment will be based on:

- a) Strict compliance with instructions: for example, your group will lose marks if you fail to send a copy of your presentation and summary (single space; font size: 12; font type: Times New Roman or Palatino) to the TA and instructor by the date indicated (**2/24**).
- b) Presentation (**16/24**; presentation content, relevance and currency of references (4/24), appropriate background info and logical organization of materials, group dynamics and efforts (5/24), quality and clarity of slides (3/24); presentation skills and quality (eye contact, passion/excitement, ability to carry the audience along, accuracy and quality of summary slides etc. (4/24)); ability to answer questions (**3/24**) meaning your group loses 3 points if you do not allow sufficient time for questions).
- c) Final individual grade will also reflect attendance at the seminars (**3/24**).

See below for 'Additional Instructions on Power Point Presentations'.

C) Final Exam (Cumulative):

- Will be held during the York U official final exam period. Time and location to be determined.
- **In addition to course lectures, selected Materials from Presentations-2 will be on the Final Exam.**

D) Please note: there will be *NO* MAKE-UP exams for the Midterm or the Final Exam. If you do not write the Midterm, the weight of the exam will be added to that of the Final Exam. No documentation is required **but** you must let the instructor know (email) **by 4pm Thursday February 7, 2023**. **If you fail to do this and do not show up for the midterm, the maximum weight of the midterm in the calculation of your course grade will be 22%; that is, there is a 3-point penalty.**

E) If a student chooses not to take the final exam, **the student must** let the instructor know (email) **at least 3 days before the date of the final exam**. If a student fails to do this and does not show up to write the final exam, the maximum grade you can get in the final exam will be 37%; that is, **there is a 3% penalty**. This will be in addition to any points a student may lose as indicated in (D) above.

If a student does not write the Final Exam, the student will need to write a **Deferred Exam AFTER** York U's official 'final exam period'. To be eligible to write the Deferred Exam, students must:

- 1 provide adequate documentation (doctor's note, other proper documentation, etc.) and
- 2 complete the Deferred Exam Form (https://registrar.yorku.ca/pdf/deferred_standing_agreement.pdf)
- 3. Depending on their compliance with instructions in D and E, students may lose marks, as stipulated in D and E above.

The **Deferred Exam will be cumulative**, i.e., will cover ALL the subjects/topics covered in the course as well as contents of the seminar presentations. The **weight** of the Deferred Exam will be equivalent to the cumulative weight of the Final Exam (and any missed Midterm), except as indicated in (D & E) above.

ACADEMIC HONESTY AND INTEGRITY

The following is an excerpt from York University's Senate Policy on Academic Honesty:

"Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in

an academic evaluation), nor attempt or actually alter, suppress, falsify, or fabricate any research data or results, official academic record, application or document.”

For more information, please access the following website: <https://secretariat-policies.info.yorku.ca/>

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK’s Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another’s work, the representation of another’s ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities and can be punishable according to the Senate Policy on Academic Honesty.

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin service are described on the Turnitin.com website.

PLEASE SEE the Faculty of Health website on Academic Honesty related issues:

<https://www.yorku.ca/health/academic-honesty-3/>

STUDENT CODE OF CONDUCT

Students are reminded that they should be polite, courteous, and civil during their interactions with the course instructor, TA and other students. No abuse, aggression, harassment, intimidation, threats, or assault will be tolerated, be it verbal or otherwise. This includes soliciting or “pushing” the instructor or TA for a higher grade.

The following is an excerpt from the Student Code of Conduct, specifically sections 4a and 4b:

“The following behaviors are prohibited. This list is not exhaustive but provides examples of breaches of the standard of conduct. This Code deliberately does not place violations in a hierarchy. The University views all complaints made under the provisions of this Code as serious.

- a. Breaking federal, provincial or municipal law, such as: breaking into University premises; vandalism; trespassing; unauthorized use of keys to space on campus; unauthorized possession or use of firearms, explosives, or incendiary devices; possession or consumption of, or dealing in, illegal drugs; smoking of legal substances outside designated areas; cruelty to animals; theft of University or private property including intellectual property; unauthorized copying of documents; possession of stolen property.
- b. Threats of harm, or actual harm, to a person’s physical or mental wellbeing, such as: assault; verbal and non-verbal aggression; physical abuse; verbal abuse; intimidation; sexual assault; harassment; stalking; hazing.”

For the complete Code of Student Rights and Responsibilities, please access the following website:

<https://oscr.students.yorku.ca/student-conduct>

POLICY REGARDING ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Please see the Policy Statement as approved by the Senate on 1991/06 and revised June 11, 2019:

*While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.** Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (21 days) before the scheduled test/exam to arrange.*

For more information, please access the following website: <https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>

Audio-visual recordings: Please review the **guidelines** <https://ipo.info.yorku.ca/privacy/guidelines-for-the-taking-and-use-of-photographs-video-and-audio-recordings-by-employees/> for the taking and use of photographs, video and audio recordings. Please note that recordings (lectures, seminars) 1) should be used for educational purposes only and as a means for enhancing accessibility; 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also **FIPPA** <https://www.ontario.ca/laws/statute/90f31> and intellectual property rights); and 3) all recordings will be destroyed after the end of classes. Course materials may not be shared/redistributed by any means/tools with others, except with prior permission of the instructor.

ADDITIONAL INFORMATION FOR STUDENTS

Addition information, for example on Senate Committee on Curriculum & Academic Standards (CCAS), Ethics Review Process for research involving human participants, etc., can be obtained from the YorkU [Senate website](#).

Additional Instructions on Power Point Presentations-2

Group Power Point Presentations (Minor and Major): 30%

If using power point or other software for your presentations, check ahead of time to be sure your software and its version are compatible with YorkU computer systems.

MAJOR

- Each group will present a 17-minute (maximum) seminar on the research topic

Recommendation: 14-minute presentation; 3 minutes for questions and answers. Because you will be graded on your ability to answer questions posed by the class, your group will **lose marks** (3 marks or 10% of seminar) if you do not allow sufficient time for questions.

- Students will generate a 1-page summary (including the references) and final seminar presentation file of what they will present. Follow the presentation outline below. **These MUST be emailed to instructor and TA, at or before 4pm on the dates indicated.**
- On the date of presentation, you will promptly upload your group's presentation. You must have your files

on a USB memory key or desktop for faster access: **don't use precious class time to download files.**

THINGS THAT YOU SHOULD NOTE

a) The seminar is meant to be a review of the topics you have been given.
b) Therefore, the seminar should be topic-focused rather than journal article-focused. You should cite papers to back up your points, but the goal is to focus on the **topic** but not on specific papers. Look at the outline below.

c) Let's assume that your topic is, Are gut bacteria dangerous for people of all ages?

Your presentation will address the following:

- i) Introduction and background: Introduce the topic: what is it? What are bacteria? Where are they found? What do they typically do in our bodies? Etc. Include information that will make it easier for your audience to follow what you will say in subsequent sections of your talk.
- ii) Body of presentation: You can list some bacteria and specific benefits and diseases that they have been associated with.
Next, because you cannot possibly discuss all bacteria and the diseases they are associated with, you have to decide on which bacteria and disease/s you will review in greater detail. Depending on the particular bacteria and how many articles are available, you may choose at least 3-4 articles. Ensure that the journal articles you have chosen sufficiently address the (now) narrowed topic. In doing this, you should ensure that you also present opposing views and findings, if available. You do not have to devote equal time to 'pros and cons': you can put more emphasis on either if available literature indicates that that is the dominant view.
- iii) If you are making a particular point, it must be supported by appropriate reference. For example, if from your readings you conclude that a specific strain of bacterium can cause diabetes, you must indicate how you reached that conclusion. If it comes from the result of a study, how was the study done? How many people were studied? Age and characteristics of the study subjects...are they young or old, healthy or do they have some underlying medical conditions? I am not asking that you provide all the details about how the study was done, but you should provide sufficient info on the design of the study so that anyone listening can deduce whether the design of the study would allow one to reach the conclusion stated.
- iv) In concluding your presentation, you must summarize what you consider to be the most important points, based on your presentation. In order words, if you wanted your audience to remember 3-5 points from what you presented, what would those be? Also, state the limitations to the review/studies cited; what the next questions are, etc.
- v) Limit references to research articles published only in the last 2 years. However, if the most current or thorough papers on the subject were published outside of that window, you may use them, but you must indicate so in your presentation. Bear in mind though that we may check this.
- vi) In each of your slides, orient your audience towards what is important on each slide. For example, if you have chart/tables, BE SURE to walk your audience to the most important points/data in the chart/table
- vii) Toward the end of your talk, have a summary slide/s of what you consider to be the most important points.
- viii) On the last slide of your presentation, you must list all the **main** references used.

Referencing

- In PowerPoint, you should cite the references at the bottom right of the slide if it applies to the whole slide.

-If you need to cite a few references in one slide, then references should appear immediately after each sentence/paragraph, preferably bottom right.

- References should appear in smaller fonts than regular text, in parentheses, preferably italicized.
- You should cite the references using last name of the first author (and “et al” if more than 2 authors; both authors if only 2 authors), abbreviated journal title and year of publication.

For example, for the reference, *Burke DB, Sliver S, Holt LE, Smith-Palmer T, Culligan CJ, Chilibeck PD. The effect of continuous low dose creatine supplementation on force, power, and total work. Int J Sports Nutr Exerc Metab 2000;10:235-44.*

You will write: *Burke et al, Int J Sports Nutr Exerc Metab 2000;10:235-244*