



FEDERAL UNIVERSITY OF SÃO CARLOS
CENTER OF BIOLOGICAL AND HEALTH SCIENCES
GRADUATE PROGRAM IN PHYSICAL THERAPY
Concentration: Physical Therapy and Functional Performance
Via Washington Luís, Km 235 – São Carlos, SP 13.565- 905
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COURSE: FIT 158 - Scientific Presentation

Credit hours: 6

Course Load: 90 hours.

Instructors: Ana Beatriz de Oliveira, Ph.D.

Paula Rezende Camargo, Ph.D.

Course Overview:

This course will focus on the process and practice of oral presentation of scientific research results. This skill is essential for Doctoral students in all disciplines. Guidelines for optimal scientific presentation are generally not taught or practiced in an educational setting. Specific areas to be covered in this course include presentation intent, audience analysis, timing, content, keys to effective communication, vocal behavior, and attitudes to avoid. The course includes conference-style platform or podium presentations, poster presentations, and seminar presentation. Students will prepare and practice their presentations and receive constructive feedback in a safe and supportive environment. Processes for writing and reviewing a scientific paper will also be discussed. This course is suitable for Doctoral students in all areas. Some activities will be conducted in English.

Readings:

1. Anderson C. TED Talks – O guia oficial do TED para falar em público. 1 ed. Rio de Janeiro: Intrínseca, 2016.
2. Kwok R (2013). Two minutes to impress. *Nature* 494:137-138.
3. Gopal A et al (2017). Academic poster design at a national conference: a need for standardised guidance? *The Clinical Teacher* 14:360-364.
4. Erren TC, Bourne PE (2007). Ten simple rules for a good poster presentation. *Plos Computational Biology* 3(5):777-778.
5. Irby DM (2004). Practical teaching: great presentations every time. *The Clinical Teacher* 1:5-9.
6. Daniel M et al (2018). Creating effective and engaging presentations. *The Clinical Teacher* 15:191-196.
7. Mattick K et al (2018). How to...write a good research question. *The Clinical Teacher* 15:104-108.
8. Thistlethwaite J (2012). Peer review: purpose, process and publication. *The Clinical Teacher* 9:201-204.