**KINE 8970**

**Integrative and Exercise Physiology Journal Club**

 **Syllabus Fall 2021**

**Course Number:** KINE 8970

**Course Title:** Journal Club; 3 credit hours

**Day/Time/Location:** Tuesdays – 2:00 pm to 3:15 pm – Student Activities Center 253

**Instructor:** Austin T. Robinson, PhD

**Contact Information:**

Office: Room 286 in Kinesiology Building

Phone: 334-844-1619 (office)

Email: atr0026@auburn.edu

* I respond to emails within 24 hours, typically within a few hours if emailed during standard business hours

Office Hours**:** By appointment

**Course Description:** Over the course of the semester students will be expected to critically read, interpret, and summarize original research articles in the fields of metabolism, nutrition, cardiovascular physiology, exercise physiology, and medicine. We will engage in small group discussions to ensure students grasp content and learn from their peers. We will also have individual student presentations covering original research articles.

**Student Learning Outcomes (SLOs):** These goals specify what students should KNOW by the end of the course and what students should be able to DO by the end of the course.

* Identify what is known and remains unknown (critical knowledge gaps) in a particular research niche based on a paper’s introduction.
* Identify why the research question being addressed is important.
* Identify what the researchers’ hypothesis is, or hypotheses are.
* Identify Key methodologies used in research studies.
* Identify Patient population; animal model or cell model used.
* Critically interpret results of the study by assessing graphs and tables and alternative approaches that could have been used.
* Identify weaknesses of the study and potential future directions.

**Attendance and Participation:** Attendance is required. Students are expected to attend classes and engage in discussion and exercises that promote learning. We will use the [Socrative](https://socrative.com/) app to gauge collective grasp of material and provide feedback. Students will be held responsible for any content covered in the event of an absence.

**Assignments, Grading and Class Materials**

**Course Performance Assessment:** Performance will be evaluated based on small group participation, providing discussion questions prior to class each week, individual PowerPoint presentation, and developing a specific aims page

**Rubric and Grading Scale**:

1. In class participation – 25 points; providing input when speaking with peers in small groups, asking and answering questions in class.
2. Discussion questions – 25 points; provide at least two questions prior to each class that entails a guided discussion or PowerPoint presentation of an original research article.
3. Individual presentations – 25 points;
	* Students are expected to select an original research article and give a presentation using PowerPoint or another slide deck platform (e.g., Powtoon or Prezi) including background, knowledge gaps, hypotheses, methods, statistics, results, and discussion points (main outcomes, alternative interpretations, limitations, and future directions). Additional expectations will be provided in class.
4. Aims page – 25 points; we will spend an entire class on the expectations of aims page. For examples, visit:
	* [www.biosciencewriters.com/NIH-Grant-Applications-The-Anatomy-of-a-Specific-Aims-Page.aspx](http://www.biosciencewriters.com/NIH-Grant-Applications-The-Anatomy-of-a-Specific-Aims-Page.aspx)
	* <https://www.uab.edu/ccts/research-commons/grant-library>

**Total points for the class = 100 points**

Grading scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

**Justification for Graduate Credit:** With enrollment in this course, it is expected that the student already has a strong undergraduate background in anatomy and physiology, exercise physiology, and familiarity with statistics, biochemistry, and the scientific method. It is also expected that students have the independence and ability to look up evidence-based information in scenarios where there is a knowledge deficit.

**Course Schedule**

Students are responsible for checking class emails and Canvas. Students who select the original research article must send it out to the group by at least the preceding Thursday to give the class adequate time to read the paper. Discussion questions from other students (via email to the instructor or presenter) are due at least 24 hours prior to the presentation.

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| **Date** | **Activity/Objective** |
| Tuesday, August 17, 2021 | Introduction, cover expectations |
| Tuesday, August 24, 2021 | Small group discussion (1) |
| Tuesday, August 31, 2021 | Individual presentation (1) |
| Tuesday, September 7, 2021 | Small group discussion (2) |
| Tuesday, September 14, 2021 | Individual presentation (2) |
| Tuesday, September 21, 2021 | Small group discussion (3) |
| Tuesday, September 28, 2021 | Individual presentation (3) |
| Tuesday, October 5, 2021 | Small group discussion (4) |
| Tuesday, October 12, 2021 | Individual presentation (4) |
| Tuesday, October 19, 2021 | Small group discussion (5) |
| Tuesday, October 26, 2021 | Individual presentation (5) |
| Tuesday, November 2, 2021 | Small group discussion (6) |
| Tuesday, November 9, 2021 | Discuss Fellowships & Aims page assignment |
| Tuesday, November 16, 2021 | Small group discussion on Aims page |
| Tuesday, November 23, 2021 | TGIV break |
| Tuesday, November 30, 2021 | Last meeting; pizza + small group discussion (7) |
| Tuesday, December 7th, 2021 | Final draft of Aims page due |

Using Slack, after each individual presentation, all class members will be expected to provide anonymous feedback pertaining to strengths, weaknesses, and suggestions. All students are expected to act in a professional manner.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

\*This syllabus is subject to change based on the needs of the class. Changes, if any, will be announced in class, and a revised syllabus will be circulated. Students will be held responsible for keeping up with the course schedule.

**Reminders:**

Students may withdraw without grade penalty until the 15th class day, and until mid-semester (although a W will appear on the student’s transcript if the student withdraws between the 16th and 36th class day). Students who withdraw from the course between the 6th class day and the 15th class day will pay a course drop fee of $100.

**Excused Absences:** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specific by the instructor).

**Mental Health:** If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic. Additional information can be found at <http://wp.auburn.edu/scs>.

**Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).