All Path of Distinction (PoD) students complete a project summary. There are two parts to this summary: 1) scholarly paper and 2) presentation.

**Scholarly Paper**
Participation in the PoD requires writing a scholarly paper which is a synthesized summary of the student’s field experience/project. The project and paper gives students the opportunity to delve more deeply into an area of personal interest and to learn about the background and current approaches to solving a population health issue.

**Key Components of the Scholarly Paper:**
- Title page that includes name of student and mentor
- 200-250 word abstract
- 8 – 10 pages of narrative
- Single sided, 12 point font, double spaced, one inch margins, pages numbered
- References (not included in 8-10 page narrative count) with a minimum of 4 articles or book citations using AMA format (may use web-based references in addition as needed)

**Due date: Submit paper to PoD staff within 3 months of completion of the field experience project**

**Scholarly Paper Format**
Given the type of field experience/project, students have a variety of options to structure their paper.

- If the field experience is research-, QI- or public health practice- based, or in other words is a project that is hypothesis-driven, the following sections would be important to include in the paper (See the template in Appendix A):
  - Background/introduction of public health issue/problem being addressed
  - Methods/process used to address the issue or problem
  - Results/evaluation of methods used to address the problem
  - Discussion/conclusion
  - References

- If the field experience is a service learning project, then the following sections would be important to include in the paper (See the outline in Appendix B):
  - Background/introduction of public health issue/problem being addressed
  - Community description
  - Actions
  - Reflections
  - Future Directions
  - References
**Presentation:**

The project must be presented to peers and faculty at a relevant symposium or forum as either an oral or poster presentation.

Possible forums for presentation include (but are not limited to the following):

- UW SMPH Medical Student Research Symposium (~November)
- UW SMPH Public Health Symposium (~April/November)
- UW Global Health Symposium (~April)
- UW SMPH Population Health Poster Session (~March)
- Statewide or National Public Health or Medical Conference

**Due date: Presentation within 1 year of completion of the field experience project**

**Tips for an Effective Presentation**

**POSTER:**

A few potential resources for a poster presentation/template can be found at the following websites:

- [http://wipophealthfellows.blogspot.com/2012/05/resource-designing-conference-posters.html](http://wipophealthfellows.blogspot.com/2012/05/resource-designing-conference-posters.html)
- [https://ugradsymposium.wisc.edu/present/poster/](https://ugradsymposium.wisc.edu/present/poster/)

**ORAL PRESENTATION:**

- See appendix C for some tips regarding a 10-minute oral presentation.
Appendix A: Template for a Project Summary Paper Based on a Hypothesis Driven Project

DATE: List the date.

PROJECT TITLE: What is the title of the project?

INVESTIGATOR: The name of the lead investigator.

COLLABORATORS: Name(s) of people helping with the project, including and specifically noting mentor

BACKGROUND: What is the problem that this study is addressing? What work has been done in the past that addresses this issue? Why is this study needed? What are the study hypotheses? What are the specific objectives?

METHODS: What study design was used in the study (e.g. cross-sectional)? What is the dependent variable? What are the exposure variables? What are the confounders? What statistical methods were used? What data sources were be used? What years? Were human subjects/patients involved? If so, did this require IRB approval?

RESULTS: What were the primary findings? What were the secondary findings? These should follow with the study objectives.

DISCUSSION: What is the take home point of your project? How do your findings compare with what is has been seen previously? What were the strengths/limitations of your project? What are the next steps that should be done as a follow-up to your work?

REFERENCES
DATE: List the date.

PROJECT TITLE: What is the title of the project?

PRIMARY AUTHOR: Student’s name

COLLABORATORS: Name(s) of people helping with the project, including and specifically noting mentor

BACKGROUND: What is the problem that your work was addressing? What were the goals of your service project?

COMMUNITY DESCRIPTION: Who was the community partner? What was your relationship to/with them? How were their voices heard in regard to developing the goals and performing the activities of the project? What did you learn about the organization/partner? In what way was your voice at the table in regard to developing the goals and performing the activities of the project? What was the overall community identified need or goal that the project attempted to address/meet (i.e., as identified by the community)? What were you and the community partner hoping to accomplish? What was the anticipated/desired benefit? How is your project sustainable (or how is the benefit sustainable)? How will the work, project, or benefit go forward after you left?

ACTIONS: What were the major activities of your project (what, where, when, how long, etc). Who else was involved in this project? How did you gather information about the community setting for your project? (e.g., written resources, interviews, focus groups, structured observation, etc.)? How did you know whether your action plan has been successful, and how will your work be evaluated and graded?

REFLECTIONS: What did you learn from this project? How have your views of public health practice been impacted by your service learning experience? How do you see the community partner/organization now? Did this change? In what way? Related to your service experience, what do you think were your greatest accomplishments? What were the greatest challenges of your service learning experience? (How did you address/overcome?) What are the most important points you take away from your service learning experience?

FUTURE DIRECTIONS: What are the future plans for the project- are you likely to stay involved (why, why not, in what way)?

REFERENCES
Appendix C: A Quick and Easy Guideline to a Successful 10-Minute Talk

Adapted from E. Schmidt (at: http://info.med.yale.edu/neurosci/talks/Schmidt.pdf)

Whether it’s for a UWSMPH symposium or a national symposium, you will have to give a 10-minute talk at some point in your professional career. Below are guidelines to help you maximize this time in the spotlight.

Organization is key when giving a successful 10-minute talk. Time is extremely limited so you need to know exactly what you want to convey and what information is necessary to convey it. The talk should have no more than 10-12 slides - that means only about a minute to talk about each slide. And don’t load more information onto one slide just to have fewer slides.

Start with a clearly defined problem and progress through the talk in a logical manner. State a question/ problem (“I was interested in the following question…”). How did you go about answering it? (“This is the strategy I used to answer the question…”) What did you find? (“These are my results…”) What do the findings mean? (“This is how I interpreted the results…”)

Do not linger on the introduction and/or summarize the entire history of the field. You should provide enough information to give a general understanding of why you are asking the question you are asking. The introduction should last no more than 1-2 minutes and consist of 1-2 slides.

Data/Reflections should be the bulk of your talk. The point of giving the talk is to present your data/reflections. Therefore, spend as much time as possible doing so. Do not be afraid to jump right into the data/reflections – limiting the use of transition slides allows for a smoother presentation. You do not need to go into extreme details of the methods used unless it is absolutely critical for proper interpretation of the data. If people are curious about how you did something, they will ask. Data should be limited to 3-6 slides and last 6-8 minutes.

Show only relevant information - anything more will just confuse the audience. Help the audience by ‘walking through’ each table or figure with a pointer. If you say “look only at this column” then take the other columns out!

The conclusion is the part of the talk in which you interpret your results/reflections in light of the question posed at the beginning of the talk. An effective conclusion can fit onto 1 slide and be stated in 1-2 minutes.

Practice! Practice! Practice! This cannot be stressed enough. Go through the talk at least 2-3 times before actually giving it. You will be surprised how long it will be the first time around. Practice out loud, and edit the talk until you can do it in less than 10 minutes. This will give you breathing room for questions and any technical difficulties. Practice with friends, other students, or even your advisor—they will have invaluable feedback.

Five Steps to Successful Power Point Presentations

1. Have one main point per slide. Do not show a collection of assorted data.
2. Make slides simple, clear, and easy to understand. If the audience is trying to figure out what the slide is showing, then they are not paying attention to what you are saying.
3. Slides should be free of nonessential information - other data will only distract and confuse. Do not show a table with comprehensive data; just show the important stuff. Save the rest for the paper!
4. Avoid abusing Power Point animation. A successful talk should rely on data, not Power Point prowess. More often than not, animation is distracting and sometimes even condescending.

5. Use Arial font. No gradient backgrounds (light backgrounds and dark text always works best). Most people use white background since colors show best (some use white/yellow text on a blue background. Use common sense with visual contrast: No black text on blue background; consider issues like red/green color blindness)

Finally, the most important piece of advice anyone can give is to stay within the time allotted! At best, going over the time limit will cut into the question-and-answer period (a vital part of the talk). At worst, you will be yanked from the podium before finishing. That is both humiliating and nullifies all of the hard work invested in the talk.