Weber State University
Department of Athletic Training and Nutrition

COURSE: Nutrition Education 4320 / 6320
Course CRNs 22851  22854
Current Issues in Nutrition
Login at: http://canvas.weber.edu

CREDIT: 2 (two contact hours per week)

PREREQUISITES: Nutri LS 1020, Nutri 2320
or consent of instructor.

CLASS SCHEDULE: Monday and Wednesday at 10:30am
SW 238
Lecture format
Fall semester 2015

PROFESSOR: Joan S. Thompson, PhD, RDN, CD
Office Hours: M,W, F from 10:30am-12:00pm,
Tu, Th from noon to 12:30pm.
Office: SW 302 E
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NUTR 4320. Current Issues in Nutrition (2) F, S
Technology-aided literature review of the nutritional and medical sciences
provides the information for presentation to peers in both written and oral forms.
Prerequisites: NUTR LS1020 and NUTR 2320 or consent of instructor.

Major Content Areas
1. Research, reference and write
2. Speak using presentation software
3. Evaluate oral and written work of peers

Measurable Learning Outcomes
1. Upon completion of NUTR 4320 students will have demonstrated their:
2. Ability to research the scientific literature.
3. Ability to assimilate research information, professionally present scientific
information using modern technology.
4. Ability to summarize scientific literature succinctly in visual, written and oral
forms.
5. Ability to reference in APA style.
6. Ability to critique writing and oral presentations of peers.
7. Knowledge of the safety and efficacy of several popular dietary supplements.
8. Knowledge of several nutritionally-related medical conditions and issues.
COURSE DIRECTION: This course serves as the capstone experience for the nutrition program. The capstone experience serves to transition undergraduate students to professionals. Students will develop and sharpen research skills, assimilate information and present their research using a software presentation package. Students will produce a list of references in APA style format and indicate a thorough literature investigation by organizing citations into search categories. Also peer review skills will be developed by evaluating each of the presentations and each of the one-page summaries for every topic.

This course is an interactive course designed to enhance research, writing and presentation skills, as well as stimulate inquisitive discussions regarding efficacy, safety and ethics of nutritional therapies. During the semester, students will be researching, presenting, referencing and abstracting a nutritional topic of their choice.

Portfolio Artifacts
- One-page summaries
- Six-slides per page printout of presentation
- Reference list

Student Code of Ethics
Students enrolled in this class will adhere to the Athletic Training and Nutrition (ATN) Student Conduct Policy available online at http://www.weber.edu/atan/ATN_Student_Code.html. Students should follow the "student code" (http://documents.weber.edu/ppm/6-22.htm) regarding academic honesty. It is unacceptable to give students’ information about exam questions, their answers or correct answers on homework assessments. Any individual caught cheating on examinations and/or assessments; such as plagiarizing or copying another person's homework will receive an automatic "E" for their final grade. In addition, a letter will go into the student's file documenting the crime.

Students with Disabilities
"Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary." For more information contact SSD at 801-626-6413, ssd@weber.edu, or http://departments.weber.edu/ssd/.

In the Case of a Campus Closure
In the event that the WSU campus is closed for face to face classes, the class will continue to meet at WSU Online http://online.weber.edu.
PRIMARY REFERENCE:
Resources in the Canvas class
SECONDARY REFERENCES: Selected referred journals, on-line data bases, the Internet, interviews with “experts” and private sector information including books that are bestsellers will be the primary references for the course.

REQUIREMENTS:
Students will be required to research, present and abstract two topics during the semester. The first topic will be chosen from currently marketed dietary supplement. The second topic will be based upon a nutritionally-related medical condition, i.e., a current nutritional therapy which will impact a chronic medical condition. Students will be required to provide objective, critical, “significant” written feedback to fellow students on their presentations and written summaries. Students taking the class for graduate credit (6320) will produce an annotated bibliography for each of the citations included in the reference list.

EVALUATION:
Chronic Disease: 375 points
Nutritional: 375 points
Exams 300 points
Peer Reviews 300 points
Total 1350 points

percent of points grade percent of points grade
93% A 75% C
90% A- 70% C-
87% B+ 67% D+
85% B 65% D
80% B- 60% D-
77% C+ 57% E

Important Dates:
Classes start: 8/31
Holidays/Breaks: 9/7, 10/23, 11/26-11/27
Last day for: “W” 11/10 (for 15 week classes);
Classes End 12/11

COURSE OUTLINE: Fall 2015
Week One (8/31)
8/31 Introduction to the course
Selection of the First Topic (Popular Nutritional)

9/2 Expectations for the first assignment, Full explanation of assignment,
Share resource on nutraceuticals, Selection of nutritional research topic.
**Week Two**  (9/7)
9/7 Holiday – Labor Day

9/9 Technologically-aided Medical Literature Reviews
Medline databases, Remote Access, Interlibrary Loan.
Bring a USB pin. Meet in Room 59 Stewart Library

**Week Three**  (9/14)
9/14 Technologically-aided Popular Literature Reviews
Other databases other than Medline
Bring a jump-drive. Meet in Room 59 Stewart Library

9/16 Technologically-aided Literature Reviews
internet search engines
Bring a USB pin. Meet in Room 59 Stewart Library

**Week Four**  (9/21)
9/21 Model a Presentation, Evaluation Instrument, Share Resources,
Last call to sign-up for a presentation time and a nutritional.

9/23 Tips on Creating a PowerPoint Presentation
The One-page Summary, Reference List
Sign-up for nutritionally-related medical condition

**Week Five**  (9/28)
9/28 Joan’s Presentation Choice:
The Nutritional Modulation of Estrogen Metabolism

9/30 Joan’s Presentation Choice:
The Nutritional Modulation of Estrogen Metabolism

**Week Six, Seven, Eight and Nine**  (10/5-10/26)

Student Presentations: 10/5, 10/7, 10/12, 10/14, 10/19, 10/21, 10/26

10/28 **Exam Questions and One page summary must be turned-in!**

**Week Ten**  (11/2)
11/2 Take Exam #1, Bring an #882 Scantron form (green, 1/2 sheet)

11/4 Review Results of Exam #1. Joan’s Presentation Choice:
The Nutritional Modulation of Estrogen Metabolism
Week Eleven (11/9)
11/9 Joan’s Choice for a Presentation: Endurance Nutrition

11/11 Student Presentation

Weeks Twelve, Thirteen, Fourteen (11/16- 12/2)
  Presentations: 11/16, 11/18, 11/23, 11/30, 12/2
No class on 11/25
12/2 Exam Questions and One page summary must be posted!

Week Fifteen 12/7

12/7 Take last Exam

12/9 Projects are due.
  Evaluations, review the Final Exam.
  Please turn-in your completed projects.

Information on the Nutrition Education 4320/6320 Presentation on a Nutracuetical:

What is a Nutracuetical or a Dietary Supplement?

Any of the nutrients from the following categories:

- Essential or nonessential vitamins
- Essential or nonessential minerals
- Nutritional substances (creatine, HMB, CLA, . .)
- Glandulars (melatonin, DHEA, pregnonalone, progesterone)
- Enzymes, promoted for health
- Herbs, promoted for health
Some Examples of Non-essential nutritionals

DHEA (dehydroepiandrosterone),
Resveratrol, grape seed extract (proanthocyanidins)
melatonin,
Glucosamine/ Chondroitin
MSM – methyl Sulfonyl Methane
Beta-carotene, "Anti-oxidants", but you need a specific one identified.
Enzymes, but you need a specific one identified.
Red Yeast Rice
Carnitine
Coenzyme Q
Creatine
Phosphatidyl serine, phosphatidylserine
The omega 6 fatty acid GLA gamma linolenic acid
Anabolic amino acids: glutamine, arginine, ornithine, glycine (gelatin)
Branch Chained amino acids: isoleucine, lysine, valine
omega three fatty acids (EPA, DHA, linolenic acid)
conjugated linoleic acid (CLA)
Beta-Hydroxy-beta-methyl butyrate (HMB)
Nitric Oxide Stimulators (arginine / alpha-keto-glutarate)
S-ame (Sadenosylmethionine)
Any of the non/essential vitamins or minerals
Noni juice

The ten most popular herbal remedies used world-wide include:
Garlic - Gingko Biloba – Ginger - Ginseng: (Siberian, American and Korean)
Valerian
Feverfew
Echinacea
St. John’s Wort
Saw Palmetto
Cranberry
Any of the herbs: Hoodia, Hawthorn, Black Cohosh, Kava, Fenugreek, curcumin,
turmeric, cinnamon, stevia, quercetin, rutin,

Content for Nutritional Presentation
-Describe the nutritional chemically or botanically.
-Describe where and when its use(s) originated.
-Describe good food sources or sources in the diet or any special considerations
  for preparation of the herbal.
-Describe health claims; health risks and benefits.
-Describe the role it plays in the body (physiological / biochemical roles.
-Describe the science that supports the claims.
-How to use it: dose, frequency, specifics on quality, cost, safety, efficacy
-Marketing methods and ethics (generic versus brand names)
Presentation Projects for Nutrition Education 4320

These assignments will entail:
An extensive technology-aided literature review, as well as a traditional information review (books). (50 points)
15 references minimum are required per topic. A search of on-line peer reviewed literature databases, popular literature databases, internet home pages and the library’s book collection must be completed. In addition, you may find published material in my office, local bookstores or health food stores. No references older than five years will be counted, but you can use for your own knowledge.
An APA styled reference list
You will break up your reference list into the various categories mentioned before that you searched with sub-titles, i.e., on-line technical data bases, full-text databases, popular literature data bases, internet home pages and books.
You will use the APA style reference guide provided in your course material packet to cite the references used.
For those homepages available on the Internet, use the Internet address.
For the references that have periodical information, just cite the basic periodical information in APA style format. (No using “available online. . .!”)

Following each reference, you will include an average rating of the reference (0.3-3). See attached rating sheet. This rating system will reflect the quality of the information.
The 50 points are derived from the accuracy of citing the information in APA style format and the inclusion of the rating number following each citation.

For Internet information, reference with the complete Internet address. You may have to write down some addresses right from the screen because the addresses are not always printed on the information you may download.

The 50 more points is derived from at least 15 references placed in alphabetical order within the four literature review categories:
Peer Reviewed Professional literature
Popular Literature
Internet Home Pages
Books

A technology-aided 20 minute presentation (100 points)
Presentations must be done using PowerPoint. You will be graded on your ability to speak while using the software, the amount of effort used to make the slides (contrast, font size, font-style, clip art, scanned in images) and the effectiveness of the information included in each slide.
A standardized presentation format.

There will be a formal introduction to your presentation including your name, why you chose the topic, the major themes to be discussed (an outline of your presentation and the one page summary of your presentation).

The delivery of the major themes or the information that you want to share will be presented in the main body.

Lastly, concluding comments will be made about the quality of the literature, the safety, efficacy and ethics involved with the marketing of the product.

You must provide a copy of your presentation outline to each student, and have a copy of your one page summary report for each student to review at the time of the presentation.

The length of the presentation (25)

Your presentation needs to be 30 minutes in duration. Please make sure that what you prepare will take this amount of time. Plus or minus two minutes is Ok, but outside of this error, points are deducted.

Summary Page (75 points)

A single written page that summarizes your research and presentation will be required. It will include an introduction to the topic, a summary of the research and similar concluding comments made in your presentation. (The draft is due at the time of your presentation.) The summary must be written in third person. Numbers equal to or less than ten must be written out, Classmates will provide feedback, and the final written piece will be due with the final project. This final draft of the one-page summary will serve as one of your portfolio pieces.

Exam questions (25 points)

You will need to turn-in seven examination questions. Two will be true – false, and five will be multiple choice. You will also include the answer key. These questions will be turned-in at the end of week nine. You will be graded on the quality of the questions, grammar, spelling and questions must be submitted in type-written form. There must be five responses for the multiple-choice questions. True –false questions must be written in the form of a statement.

A short written response to the evaluation feedback (25 points)

You will need to write a paragraph response to the comments that you received from your peers. You will include; 1) your reaction to the feedback, 2) the usefulness of the feedback, and 3) what changes you may make if you were to present the information again. Please make sure that you have clearly addressed each required area in the paragraph you turn-in.

Hard copies of information you used and your presentation (25 points)

At least three full-text copies of articles from refereed journals will be required. You may have to use inter-library loan.
What is due to turn-in on your Nutritional Topic

The **Summary Page** (when you may be rewarded up to 75 points)

A single written page that summarizes your research and presentation will be required. It will include; an introduction to the topic, a summary of the research findings, similar concluding comments made in your presentation to bring closure to the summary and it must be written in the third person. Numbers equal to or less than ten must be written out,

**Elements of the Summary**

Introduction to the topic

Findings: Focus on the scientific evidence to support the safety and efficacy

Conclusions: safety, efficacy

Don’t forget to write the summary in third person.

**The Reference List** (when you may be rewarded up to 100 points)

An APA styled reference list (50)/ Literature review (50)

You will have at least 15 citations (none older than five years) and you will break up your reference list into the four search categories. Following each reference, you will include the average rating of the reference; 0.1-3. See attached rating sheet:: >2 is excellent, 1.3-2 moderate, <1.3 is poor.

Short written responses to the **Evaluation Feedback** you received from your peers (when you may be rewarded up to 25 points)

You will need to write three paragraphs addressing the comments that you received from your peers. You will include your reaction to the feedback, the usefulness of the feedback, and what changes you may make if you were to present the information again.

**What will be due for the final project (End of week ten /or/ week 14):**

- Summary Page
- Reference List
- Hard copies of your literature review
- Written response to the Evaluation Feedback
Please use this form to rate each of the references that you used.

Following each reference, you will include the average rating of the reference; 0.1-3.

See rating sheet below: >2 is excellent, 1.3 - 2 moderate, <1.3 is poor.

Use the criteria provided to give a numeric value to the reliability of the reference. This numeric value will be provided at the end of the reference and bolded.

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Sum the numbers in each column and divide by the number of parameters that you could evaluate.
Evaluation Form

______________________________________________________________  
Presenter:______________________  Date:___________________ 
Subject:____________________ 

Please respond to the following statements using the codes given below. 

1 - OUTSTANDING    2 - GOOD    3 - AVERAGE    4 - POOR 

Please provide a rating for each of the following aspects of the presentation. 

| The overall presentation was: | 1 | 2 | 3 | 4 |

Please comment on the strengths and limitations of the overall presentation including; clarity, preparedness, organization, timing (20 minutes), verbal communication skills and interaction with the audience. 

Strengths: 

Limitations: 

The audio-visual aids that were used were: 1 2 3 4 

Please comment on the strengths and the limitations of the audio-visual aides used in the presentation. Include legibility and effectiveness in your comments. 

Strengths: 

Limitations:
Comments

Introduction

☐ Introduced self
☐ Introduced topic
☐ Why topic chosen

Did the presenter capture your attention and stimulate interest in the topic?

☐ Format of the presentation

Does the talk sound interesting?

Main Body

☐ General background information
- Describe the nutritional chemically or botanically.
- Describe where and when its use(s) originated.
- Describe good food sources or sources in the diet or any special considerations for preparation of the herbal.

☐ Major themes presented in an orderly manner
- Describe health claims; health risks and benefits.
- Describe the role it plays in the body (physiological / biochemical roles.
- Describe the science that supports the claims.
- How to use it: dose, frequency, specifics on quality, cost, safety, efficacy

Conclusion

☐ Quality of the information sources

☐ Reinforcement of safety, efficacy (Does it work?)

☐ Ethics with marketing (Does science support its use?)

☐ What the audience should know for the exam:
Information on the Nutri 4320/6320 Presentation

on a Nutritionally-related Medical Condition:

Any Chronic Medical Condition where Diet is Essential in Stabilizing the Condition
Nutritionally-related Medical Conditions

Adverse Reactions to Foods
Food Allergy
Celiac Disease or Non-tropical Sprue or gluten-induced enteropathy

Food Intolerances
Lactose, Fructose

Diet-related Cancers
stomach, oral, lung, uterine, breast, prostate, colorectal, esophageal and endometrial)

Diabetes
Type 1, Type 2, Syndrome X / Metabolic Syndrome
Or reactive hypoglycemia or hyperinsulinemia

Renal Disease
Chronic Renal Failure, Acute Renal Failure, Nephritis

Cardiac Disease (secondary to hyperlipidemia)
Familial Hypercholesterolemia
Polygenic Familial Hypercholesterolemia
Familial Combined Hyperlipidemia
Familial Dyslipidemia
Familial Dysbetalipidprotemia

Gastrointestinal Disorders
Reflux Esophagitis
Crohn’s Disease
Ulcerative Colitis

Gallbladder Disease
Chronic Obstructive Pulmonary Disease (COPD)
Gout
Rheumatoid Arthritis
Osteoarthritis

Any Nutritional Anemia

Multiple Sclerosis
Chronic Fatigue Syndrome
Fibromyalgia
Lupus Erythematosis
Osteoporosis
Parkinson’s Disease
AIDS
Cystic Fibrosis
Hepatitis
Prader-willie Syndrome
Turner Syndrome
Cerebral Palsy
Attention Deficit Disorder (ADD), Hyperkinesis
Hypertension
Inborn Errors of Metabolism
  PKU (Phenylketonuria)
  Galactosemia
  Wilson’s Disease
  Homocysteinuria
  Maple Syrup Disease

Hypo or Hyper Thyroidism:  Grave’s Disease

Eating Disorders or Disordered Eating
Some Variable Topics to Narrow Research Topics on Eating Disorders
The Traditional Approach
  1.  Traditional Background Perspectives on Eating Disorders
      History of the medical recognition
      Medical/psychological definitions of  Bulimia, Anorexia, Bulorexia, Hyperphagia, etc.
      Medical complications
      Treatment
      Risk factors
  2.  Demographics of Eating Disorders:  incidence, recognition, community resources, how to help a person into treatment, when they develop, short and long term health consequences of eating disorders
Current Underlying Aspects of Eating Disorders (Eating Symptoms Inventory, an instrument utilized to differentiate underlying issues.)
  3.  Body Image Aspects of Eating Disorders
from a social, developmental, and cultural perspective including eating attitudes and behaviors
  4.  Obsessive-compulsive Behavior
  5.  Addictive Behavior
  6.  Chronic Dieting/Dieting Psychosis
  7.  Neuro-chemical/Personality Aspects of Eating Disorders

The Treatment of Eating Disorders
  8.  Body Image Therapy, Cognitive Behavior Therapy, Interpersonal Psychotherapy, Drugs, Management of the Medical Crisis
Content of the presentation on Nutritionally-related Medical Conditions


General historical background information
  When first described
  Thoughts and management then
  Etiology / causes
  Demographics
  Facts about the disease
  Signs / symptoms
  Process of the disease

Current Diagnostic criteria / Description of the condition

Current Management of the Disease
  Research to support

Nutrition’s role in stabilizing the condition
  Research to support
Evaluation Form

______________________________________________________________

Presenter: ____________________  Date: ____________________

Subject: ____________________

Please respond to the following statements using the codes given below.

1 - OUTSTANDING    2 - GOOD    3 - AVERAGE    4 - POOR    5 - NA*

Please provide a rating for each of the following aspects of the presentation.

The overall presentation was:     1    2    3    4      5    NA

Please comment on the strengths and limitations of the overall presentation including; clarity, preparedness, organization, timing (20 minutes), verbal communication skills and interaction with the audience.

Strengths:

Limitations:

The audio-visual aids that were used were:   1    2    3    4      5

Please comment on the strengths and the limitations of the audio-visual aides used in the presentation. Include legibility and effectiveness in your comments.

Strengths:

Amount of information per slide
The number of slides
The quality of points made on the slides
Template contrast and selection
Size of the font
Style of the font
Coordination of speaking with the mouse operation
Graphics

Limitations:
Comments

Introduction

- Introduced self
- Introduced topic
- Why topic chosen

Did the presenter capture your attention and stimulate interest in the topic?

- Format of the presentation

Does the talk sound interesting?

Main Body

- General background information
  - Describe the nutritional chemically or botanically.
  - Describe where and when its use(s) originated.
  - Describe good food sources or sources in the diet or special considerations for preparation of the herbal.

- Major themes presented in an orderly manner
  - Describe health claims; health risks and benefits.
  - Describe the role it plays in the body (physiological / biochemical roles).
  - Describe the science that supports the claims.
  - How to use it: dose, frequency, specifics on quality, cost, safety, efficacy

Conclusion

- Quality of the information sources

- Reinforcement of safety, efficacy
  (Does it work?)

- Ethics with marketing
  (Does science support its use?)

- What the audience should know for the exam:

Included all of the introductory points?
Were details of the presentation format given?
Was the speed of the introduction comfortable?
Was your interest stimulated?
Was there personal interest in the topic?
Was rapport established with the audience?

Depth of knowledge-
Organization of material-
Points clearly communicated-
Confident with knowledge
Selection of material appropriate
All major themes discussed

All concluding points addressed?
Major themes summarized?
Major themes reinforced?
Was closure to the talk provided?
Was what you should for the exam included?
Evaluation Form

______________________________________________________________

Presenter:______________________  Date:___________________
Subject:____________________

Please respond to the following statements using the codes given below.

1 - OUTSTANDING       2 - GOOD      3 - AVERAGE      4 - POOR

Please provide a rating for each of the following aspects of the presentation.

The overall presentation was:     1    2    3    4

Please comment on the strengths and limitations of the overall presentation including; clarity, preparedness, organization, timing (20 minutes), verbal communication skills and interaction with the audience.

Strengths:

Limitations:

The audio-visual aids that were used were:   1    2    3    4

Please comment on the strengths and the limitations of the audio-visual aides used in the presentation. Include legibility and effectiveness in your comments.

Strengths:

Limitations:
Comments

Introduction

☐ Introduced self
☐ Introduced topic
☐ Why topic chosen
☐ Format of the presentation

Main Body

☐ General historical background information
☐ Diagnostic criteria / Description of the condition
☐ Management of the Disease
☐ Major themes presented in an orderly manner

Conclusion

☐ Nutrition’s role in stabilizing the condition
☐ Opinion for managing the disease
☐ Ethical dilemmas (M.D. vs Nutritional)
☐ What the audience should know
Presentation Projects for Nutrition Education 4320

These assignments will entail:
An extensive technology-aided literature review, as well as a traditional information review (books). (50)

15 references minimum are required per topic. A search of on-line peer reviewed literature databases, popular literature databases, internet home pages and the library’s book collection must be completed. In addition, you may find published material in my office, local bookstores or health food stores. No references older than five years will be counted, but you can use for your own knowledge.

The 50 points is derived from at least 15 references placed in alphabetical order within the four literature review categories:

Peer Reviewed
Popular Literature
Internet Home Pages
Books

A technology-aided presentation (50)

Presentations must be done using PowerPoint or Corel Presentations. You will be graded on your ability to speak while using the software, the amount of effort used to make the slides (contrast, font size, font style, clip art, scanned in images) and the effectiveness of the information included in each slide.

A standardized presentation format (100)

There will be a formal introduction to your presentation including your name, why you chose the topic, the major themes to be discussed (an outline of your presentation and the one page summary of your presentation).

The delivery of the major themes or the information that you want to share will be presented in the main body.

Lastly, concluding comments will be made about the quality of the literature, the safety, efficacy and ethics involved with the marketing of the product.

You must provide a copy of your presentation outline to each student, and have a copy of your one page summary report for each student to review at the time of the presentation.

Summary Page (75)

A single written page that summarizes your research and presentation will be required. It will include an introduction to the topic, a summary of the research and similar concluding comments made in your presentation. (The draft is due at the time of your presentation.) The summary must be written in third person. Numbers equal to or less than ten must be written out, Classmates will provide feedback, and the final written piece will be due with the final project. This final draft of the one-page summary will serve as one of your portfolio pieces.
An APA styled reference list (50)

You will break up your reference list into the various categories mentioned before that you searched with sub-titles, i.e., on-line technical data bases, full-text databases, popular literature data bases, internet home pages and books.

You will use the APA style reference guide provided in your course material packet to cite the references used.

For those homepages available on the Internet, use the Internet address. For the references that have a periodical information, just cite the basic periodical information in APA style format. (No using “available online. . .!”)

Following each reference, you will include an average rating of the reference (0.3-3). See attached rating sheet. This rating system will reflect the quality of the information.

The 50 points are derived from the accuracy of citing the information in APA style format and the inclusion of the rating number following each citation. For Internet information, reference with the complete Internet address. You may have to write down some addresses right from the screen because the addresses are not always printed on the information you may download.

Exam questions (25)

You will need to turn-in seven examination questions. Two will be true – false, and five will be multiple choice. You will also include the answer key. These questions will be turned-in at the end of week 14. You will be graded on the quality of the questions, grammar, spelling and questions must be submitted in type-written form. There must be five responses for the multiple-choice questions. True –false questions must be written in the form of a statement.

A short written response to the evaluation feedback (25)

You will need to write a paragraph response to the comments that you received from your peers. You will include; 1) your reaction to the feedback, 2) the usefulness of the feedback, and 3) what changes you may make if you were to present the information again. Please make sure that you have clearly addressed each required area in the paragraph you turn-in.

The length of the presentation (25)

Your presentation needs to be 20 minutes in duration. Please make sure that what you prepare will take this amount of time. Plus or minus two minutes is Ok, but outside of this error, points are deducted.

Hard copies of information you used and your presentation. (25)

At least three full-text copies of articles from refereed journals will be required. You may have to use inter-library loan.
Reference Evaluation

Following each reference, you will include the average rating of the reference; 0.1-3. See attached rating sheet: >2 is excellent, 1.3-2 moderate, <1.3 is poor. Please use this form to rate each of the references that you used.

Use the criteria provided to give a numeric value to the reliability of the reference. This numeric value will be provided at the end of the reference and bolded.

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Sum the numbers in each column and divide by the number of parameters that you could evaluate.
Nutritionally Related Medical Condition Topic

Presentation (100)
Technology of the PowerPoint (50)
Time limit (25)
Exam Questions (25)

An abstract (75)
A single written page that summarizes your research and presentation will be required. It will include an introduction to the topic, a summary of the research and similar concluding comments made in your presentation. Please write it in third person! Numbers equal to or less than ten must be written out,

Elements of the Abstract
- Introduction to the topic
- General historical background information
- Diagnostic criteria / Description of the condition
- Management of the Disease
- Nutrition’s role in stabilizing the condition
- Concluding comment

Lit Review and Categories (50)
You will break up your 15 references in the list into the various modes that you searched with sub-titles, i.e., technical databases, full text databases, popular literature databases, the internet and books.

An APA styled reference list (50)
Following each reference, you will include the average rating of the reference; 0.1-3. See attached rating sheet: >2 is excellent, 1.3-2 moderate, <1.3 is poor.

A short written response to the evaluation feedback (25)
You will need to write a paragraph response to the comments that you received from your peers. You will include your reaction to the feedback, the usefulness of the feedback, and what changes you may make if you were to present the information again.

Exam (150)

Feedback for each student’s abstract and presentation (175)

What will be due at the final class day or at the final
- Abstract
- References
- Written response to your evaluations
The role of this course being a capstone course:

Amount of student learning:

New-founded skills:

Confidence in preparing and presenting nutrition information:

Library experience:

Value of me modeling a presentation:

Please describe or comment on:

The role of this course being a capstone course:

Amount of your (student) learning:
Technological-aided Literature Review

As a WSU student through your library, you are privileged to have access to the EbscoHost database. Searching the literature for nutritional is a challenging task. In order for you to find the information on your nutritional, it will require you to use a very select choice of terms combined with your dietary supplement. The library session will help you establish the general terms that you can combine with your nutritional to narrow your results. Hopefully you will primarily harvest the information required to be included in your presentation.

To access the databases in EbscoHost
Go to weber.edu
Click on the library
Click on database finder
Click on E for EbscoHost
Click on EbscoHost
Then, read about each database available. For the databases you want to search, you have to click on the box to the left of the database. A checkmark will appear. Click on all of the databases I have showcased below.

**Academic Search Elite, Alt HealthWatch, Clinical Pharmacology, Health Source: Nursing/Academic Edition, Military & Government Collection, Psychology and Behavioral Sciences Collection, PsycINFO, CINAHL, Biomedical Reference Collection: Basic, and SPORTDiscus with Full Text.**

**Academic Search Elite:** The world’s largest academic multi-disciplinary database, Academic Search Premier provides full text for nearly 4,650 serials, including full text for more than 3,600 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles. This database is updated on a daily basis via EBSCOhost.

**Alt HealthWatch**
This alternative health database provides full text for 180 publications in the collection, including full text for many peer-reviewed journals. Alt HealthWatch provides in-depth coverage across the full spectrum of subject areas covered by complementary and alternative medicine dating back to 1990.

**Clinical Pharmacology**
Clinical Pharmacology provides access up-to-date, concise and clinically-relevant drug monographs for all U.S. prescription drugs, hard-to-find herbal
and nutritional supplements, over-the-counter products and new and investigational drugs.

**Health Source - Consumer Edition**
This database is the richest collection of consumer health information available to libraries worldwide, providing information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health. Health Source: Consumer Edition features searchable full text for nearly 150 journals. This database is updated on a daily basis.

**Health Source: Nursing/Academic Edition**
This database provides nearly 550 scholarly full text journals focusing on many medical disciplines. Health Source: Nursing/Academic Edition also features abstracts and indexing for nearly 850 journals. This database is updated on a daily basis.

**MAS Ultra - School Edition**
Designed specifically for high school libraries, this database contains full text for more than 700 popular, high school magazines. MAS Ultra – School Edition also provides more than 500 full text pamphlets, more than 350 full text reference books, 84,774 biographies, 100,554 primary source documents, and an Image Collection of 202,164 photos, maps and flags. This database is updated daily via EBSCOhost.

**MEDLINE**
MEDLINE provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. Created by the National Library of Medicine, MEDLINE uses MeSH (Medical Subject Headings) indexing with tree, tree hierarchy, subheadings and explosion capabilities to search citations from over 4,800 current biomedical journals.

**Military & Government Collection**
Designed to offer current news pertaining to all branches of the military and government, this database offers a thorough collection of periodicals, academic journals, and other content pertinent to the increasing needs of those sites. The Military & Government Collection provides cover-to-cover full text for nearly 300 journals and periodicals and indexing and abstracts for nearly 400 titles.
Psychology and Behavioral Sciences Collection
This database provides nearly 575 full text publications, including nearly 550 peer-reviewed titles. Psychology & Behavioral Sciences Collection covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. Nearly every full text title included in this database is indexed in PsycINFO. This database is updated daily via EBSCOhost.

PsycINFO
PsycINFO, from the American Psychological Association (APA), contains nearly 2.3 million citations and summaries of scholarly journal articles, book chapters, books, and dissertations, all in psychology and related disciplines, dating as far back as the 1800s. 97 percent of the covered material is peer-reviewed. Journal coverage, which spans 1887 to present, includes international material selected from more than 2,100 periodicals in more than 25 languages.

CINAHL
CINAHL is the authoritative resource for nursing and allied health professionals, students, educators and researchers. This database provides indexing for 2,737 journals from the fields of nursing and allied health. The database contains more than 1,000,000 records dating back to 1982.

Biomedical Reference Collection: Basic
Designed for doctors, research scientist, students and clinical specialists, this database provides full text for over 100 journals in a variety of areas pertaining to medical study. All titles included in the Biomedical Reference Collection: Basic Edition are indexed in MEDLINE.

Biological Abstracts
Biological Abstracts®, produced by BIOSIS, is a complete collection of bibliographic references covering life science and biomedical research literature published from more than 4,000 journals internationally. This database contains nearly 7.7 million archival records from as far back as 1969, with more than 370,000 citations added each year.
SPORTDiscus with Full Text
SPORTDiscus with Full Text is the world's most comprehensive source of full text for sports & sports medicine journals, providing full text for more than 415 journals indexed in SPORTDiscus. Of those, nearly 250 have cover-to-cover indexing in SPORTDiscus. With more than 700,000 full-text articles dating back to 1985, SPORTDiscus with Full Text is the definitive research tool for all areas of sports and sports medicine literature. Click here for more info.

SPORTDiscus Select
SPORTDiscus Select focuses to provide information for doctors, allied health professionals, educators and researchers in the field of sports medicine, physical education, sport law & legislation, injury prevention & rehabilitation and other related areas. This database contains 169 full text journals with PDF coverage back as far as 1887 including 130 peer-reviewed publications. All journals in this collection are indexed in SPORTDiscus. SPORTDiscus Select is updated on a weekly basis via EBSCOhost.

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) FORMAT
(6th Edition)
See sample paper from Degelman (2010)

EXAMPLES OF SOURCES

Journal Article, one author

Journal Article, two authors

Magazine Article, one author

Newspaper article, no author

Book, one author
Book, two authors

Edited book

Article or chapter in an edited book

Entry in an Encyclopedia

Videotape

ELECTRONIC FORMATS

Internet Article Based on Print Source: The citation is done as if it were a paper article and then followed by a retrieval statement that identifies the date retrieved and source.


Web document on university program or department Web site

Stand-alone Web document (no date)

Stand-alone Web document (no author, no date)

Web page, no author, no date
Web page, no date

Web page, Government author

Web page, no author, no date

Journal article from database

Abstract from secondary database

Personal Communications: Personal communications may be things such as email messages, interviews, speeches, and telephone conversations. Because the information is not retrievable they should not appear in the reference list. They should look as follows:

Example: J. Burnitz (personal communications, September 20, 2000).

Reference Citations in Text: To refer to an item in the list of references from the text an author-date method should be used. That is, use the surname of the author (without suffixes) and the year of the publication in the text at appropriate points.

One author
Issac (2001) indicated in his research.
In a recent study, research indicates (Isaac, 2001)

Two or more authors: When a work has two authors, always cite both names every time the reference occurs. For works with three, our, or five authors, cite all authors the first time the reference occurs. In subsequent citations, include only the last name of the first author followed by et al. When a work has no authors Cite in text the first few words of what appears first for the entry on the list (usually the title) and the year.
Some general rules for APA reference pages:

- Begin the reference list on a new page. The page begins with the word references (Reference if there is only one), centered in the top, middle of the page, using both upper and lower case. If the references take up more than one page, do not re-type the word References on sequential pages, simply continue your list.
- Use one space after all punctuation.
- The first line of the reference is flush left. Lines thereafter are indented as a group, a few spaces, to create a hanging indentation.
- Double space between citations. Single space in the citations.
- Use italics for titles of books, newspapers, magazines, and journals.
- References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text.
- Arrange entries in alphabetical order
- Give in parentheses the year the work was published. For magazines and newspapers, give the year followed by the month and date, if any. If no date is available, write n.d.
- Give volume numbers for magazines, journals, and newsletters. Include the issue number for journals if and only if each issue begins on 1.

References:


Guides for Writing

Abstract
An abstract is a brief, comprehensive summary of the contents of the article. It can be the most important paragraph in an article. It needs to be dense with information, readable, well organized, concise, and self-contained. Begin the abstract on a new page, use the manuscript page header and the page number 2. Type the abstract as a single paragraph in block format; do not indent, do not exceed 120 words. Type all numbers, except those that begin a sentence, as digits (Publication Manual, 2001, p. 298).

Guidelines for Writing Student Papers in Fifth Edition American Psychological Association Style.

This document is a brief guide to the essential elements for
writing student papers in the American Psychological Association (APA) style as published in the fifth edition of the Publication Manual of the American Psychological Association in the summer of 2001. Adaptations of the publication guidelines are appropriate in student papers, which are not prepared for publication. Begin the manuscript text on a new page with the manuscript page header and the page number 3. The title of the paper is centered at the top of the page, using uppercase and lowercase letters. Double space the entire manuscript. Typing the Manuscript Indent each new paragraph 5 to 7 spaces. Use a tab. Use 12 point Times Roman or Courier typeface. On a standard typewriter, pica or elite type is acceptable. Use standard-sized, heavy white bond paper. All pages of one manuscript must be the same size.

Margins
Leave a one inch margin at the top, bottom, right, and left of each page.

Page Numbers
Number all pages, except those for artwork, in Arabic numerals in the upper right-hand corner. Leave 5 spaces between the manuscript page header and the number.

Manuscript Page Headers
Identify each page with the first two or three words from the title in the upper right-hand corner 5 spaces to the left of the page number. On a word processor, use the automatic functions to print headers and page numbers on the manuscript. Do not type them repeatedly in your word-processing file.

Headings
Carefully consider the hierarchy of the ideas you wish to present, and use headings to convey the sequence and levels of importance. Headings function as an outline to reveal a manuscript’s organization. For most student papers eight to ten pages in length, two or three levels of heading are sufficient.

Levels of headings.
Articles in APA journals use from one to five levels of headings (the level is identified by the numbers on the right):

- CENTERED UPPERCASE HEADING
- Centered Uppercase and Lowercase Heading
- Centered, Italicized, Uppercase and Lowercase Heading
- Flush Left, Italicized, Uppercase and Lowercase Side Heading
- Indented, italicized, lowercase paragraph heading ending with a period.

Selecting the levels of headings. For a short article, one level of heading may be sufficient. In such cases, use only centered uppercase and lowercase headings (level 1). When two levels of headings are needed, use level 1 and level 3 headings. If three levels of headings are needed, use level 1, level 3 and
level 4. The number of heading levels a paper requires may be determined by using heading levels to correspond with the draft outline levels. (In the outline, Roman numerals I, II, and III represent one level; capital letters A, B, and C represent a second level; Arabic numbers 1, 2, and 3 represent a third level.)

Introduction
The body of a paper opens with an introduction presenting the specific problem or theme and summarizing findings or conclusions. Because the introduction is clearly identified by its position in the article, it is not labeled.

Spacing and Punctuation
Space only once after all punctuation: commas, colons, and semicolons; after punctuation marks at the end of sentences; after periods that separate parts of reference citations; and after the periods of initials in personal names. EXCEPTION: Do not space after internal periods in abbreviations (e.g., a.m., i.e., U.S.) or around colons in ratios.

Quotations
“Short quotations of fewer than 40 words should be incorporated into the text and enclosed by double quotation marks” (Publication Manual, 2001, p. 117). Direct quotes require the page number be cited. Display quotations of 40 or more words in a double-spaced block of typewritten lines with no quotation marks. Do not single-space. Indent five to seven spaces from the left margin without the usual opening paragraph indent. If the quotation is more than one paragraph, indent the first line of second and additional paragraphs five to seven spaces or 1/2 inch from the new margin. When quoting, always provide the author, year, and page number and include a complete reference on the References page.

Reference Citations in Text
Document throughout the text by citing author and date of the work researched. This style of citation identifies the source for readers and allows them to locate the source in an alphabetical reference list at the end of the paper. For a direct quotation in the text, give the author, year, and page number in parentheses; when paraphrasing, the page number is not required, give the author’s last name and the year in parentheses. Some examples: (a) In his work, Jones (1994) found... (b) In 1994 Jones published a study documenting... (c) Studies show that children suffer from divorce (Jones, 1994). (d) “When parents divorce, their child feels responsible” (Jones, 1994, p. 201). When citing electronic sources that do not provide page numbers identify the quoted material with a heading and a paragraph number. Use the ¶ symbol or type the abbreviation para.

References
Sources cited are listed on a References page. Start the reference list on a new page titled References. Double-space all entries. The first line of each entry is set flush left and subsequent lines are indented (hanging indent). List entries in alphabetical order by author’s last name. References cited in the text must
appear in the reference list and visa versa. Note: personal communications do not appear on a References page, but are cited in the text. Give the initials as well as the surname of the communicator and provide as exact a date as possible. For example: H. K. Lawrence (personal communication, August 10, 2001) stated...

Proofing the Manuscript
Final preparations of the manuscript include proofreading after typing, correcting any errors and making changes before submission. Be sure the pages are in the correct order; review an APA style checklist, and type a cover letter (or cover sheet) if required.

Order of Pages
The manuscript begins with the title page, numbered as page 1, followed by the Abstract, page 2 (include the manuscript page header with the page number). The text begins on page 3 with the full title of the article centered and typed in uppercase and lowercase letters. Do not label an introduction. Number all pages consecutively (except for figures, which are placed at the end).

Cover Page
The APA style format does not require a cover page, however some instructors do. The cover page may include course number, paper title or assignment, student’s name, and date.

Checklist
Be sure (a) to double space all lines; (b) to space only once after all punctuation; (c) the title page does not include a course number or a date; (d) sources cited are listed on a separate page titled References; (e) to note that hanging indent is used on the References page; (f) author’s first names are not included in reference citations, use only first initials and last names; (g) book titles and journal article titles are cited with only the first word and proper nouns capitalized; (h) a capital letter follows a colon in a title. A checklist for manuscript submission to a publisher is included in the 2001 Publication Manual of the American Psychological Association, (5th ed.), on pages 379-383.

References


Further Guidance on Writing:

Abstract

The abstract (in block format) begins on the line following the Abstract heading. The abstract should not exceed 120 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper. The abstract (in block format) begins on the line following the Abstract heading. The abstract should not exceed 120 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper. This is an example of what 120 words looks like.
The introduction of the paper begins here. Double-space throughout the paper, including the title page, abstract, body of the document, and references. The body of the paper begins on a new page (page 3). Subsections of the body of the paper do not begin on a new page. The title of the paper (in uppercase and lowercase letters) is centered on the first line below the manuscript page header. The introduction (which is not labeled) begins on the line following the paper title. Headings are used to organize the document and reflect the relative importance of sections. For example, many empirical research articles utilize Methods, Results, Discussion, and References headings. In turn, the Method section often has subheadings of Participants, Apparatus, and Procedure. Main headings (when the paper has either one or two levels of headings) use centered uppercase and lowercase letters (e.g., Method, Results). Subheadings (when the paper has two levels of headings) are italicized and use flush left, uppercase and lowercase letters (e.g., Participants, Apparatus).

Text citations. Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. This is to give proper credit to the ideas and words of others. The reader can obtain the full source citation from the list of references that follows the body of the paper. When the names of the authors of a source are part of the formal structure of the sentence, the year of the publication appears in parenthesis following the identification of the authors, e.g., Short (2001). When the authors of a source are not part of the formal structure of the sentence, both the authors and years of publication appear in parentheses, separated by semicolons, e.g. (Short and Michel, 2001; Passey, Patterson, & Black, 2000). When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first authors’ surname and “et al.” are used.

When a source that has two authors is cited, both authors are cited every time. If there are six or more authors to be cited, use the first authors’ surname and “et al.” the first and each subsequent time it is cited. When a direct quotation is used, always include the author, year, and page number as part of the citation. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. A longer quote of 40 or more words should appear (without quotes) in block format with each line indented five spaces from the left margin.

The references section begins on a new page. The heading is centered on the first line below the manuscript page header. The references (with hanging indent) begin on the line following the references heading. Entries are organized alphabetically by surnames of first authors. Most reference entries have three components:

1. Authors: Authors are listed in the same order as specified in the source, using surnames and initials. Commas separate all authors. When there are seven or more authors, list the first six and then use “et al.” for remaining authors. If no author is identified, the title of the document begins the reference.

2. Year of Publication: In parenthesis following authors, with a period following the closing parenthesis. If no publication date is identified, use “n.d.” in parenthesis following the authors.