

UNIVERSITY OF MASSACHUSETTS LOWELL
SCHOOL OF HEALTH AND ENVIRONMENT
30:306 Introduction to Gerontology, Section 202
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Guidelines for Group Project-Based Oral Presentation

Introduction

Based on the chosen topic from the list provided, or an alternative one proposed by the group and discussed with and approved by me as the faculty member, tell the audience where you are going with your topic. Identify the significance of the problem/issue related to gerontology and why this topic was chosen.

Discussion of the Problem/Issue

Discuss who the problem/issue affects, in what ways, how it is demonstrated, and why it is a problem. Where available, describe the numbers of individuals that are impacted by the problem/issue. Is there a disparity in who is affected more and, if so, why? For example, how does advanced age, gender, race and/or ethnicity, or socioeconomic status differentially affect some groups more than others? How do the fields of biology, psychology, sociology, economics, and policy bear on the problem/issue?

Introduce the audience to the historical context as to how the problem/issue has developed over time. Is this a local, regional, national, or global problem/issue and explain? What are the consequences for individuals, families, communities, and society of this problem/issue? What are the ethical issues involved in identifying and addressing this issue/problem?

Describe what is currently known and/or being done to address, prevent, treat and/or evaluate solutions to this problem/issue? Is this adequate/satisfactory in meeting identified needs? If not, what solutions or alternatives does the group see as offering an alternative to begin to better address the target audience in need? Would this be politically feasible? Could it be done with administrative ease or would major reform be required?

Summary and Conclusions

Summarize for the audience what you have covered and allow opportunity (and plan for) the audience to raise their own questions as well as be prepared with questions you want to ask the audience which will enable each of you to evaluate whether your project enhanced student learning in the process.

References

As per course outline. Be certain to utilize the data-base sources recommended in class (AgeLine, CINAHL, PsychInfo). Avoid MedLine as my experience has consistently

been that many of these articles are at a level far beyond the expected comprehension and assimilation for a Junior level introductory Gerontology course. When referencing web sites, be certain to access those recommended in the class handout as reputable and valid sources of reliable information. Journal articles are to be 3 years old or newer; textbooks can be up to 5 years old. Samples of professional journals which would be appropriate sources for primary, evidence-based research are provided on the course web site, as well as the reference in class to *The Gerontologist* and the *Journals of Gerontology*.

Assignment Submission 2 Weeks in Advance

Remember to submit your outline and APA reference list of sources to be cited from your research in the actual PowerPoint presentation. Failure to do so will result in an automatic 10-point deduction on the final presentation grade for all involved students.

Evaluation Criteria

An evaluation 'rubric' will be used by the faculty member in evaluating the overall group presentation. It is expected that each student within the group will be orally presenting a portion of this presentation. The rubric will utilize a 1-10 scale, where 1 = scant evidence and 10 = substantially developed, and will cover:

- Content
 - Adequate research
 - Creativity in analyzing the issue and offering alternative solutions and/or areas for further research
 - Completeness and accuracy of information
- Organization
 - Presentation easy to follow
 - Clarity in systematically addressing guidelines
- Preparation
 - PowerPoint display (major points covered; excessive content per slide avoided by utilizing the template font requirements; spelling correct)
 - Careful attention on slides to citation sources of documented material used to research problem/issue
 - Other visual aids if appropriate
 - Handouts if desired
- Presentation Delivery
 - Voices audible
 - Eye contact made
 - Questions raised/answered appropriately
 - Maintained time frame

Students will also be asked to rate every other member of their assigned group on his/her percent effort to the project's completion. These grades will be incorporated in the tally for the final grade.