

Biology 490: Senior Seminar: "Human Physiology"

Dr. S. Sepsenwol, TNR 439

(Note: I have appointment sign-up sheets outside my office door, rather than fixed office hours)

August 29, 2012

Biology 490 Senior Seminar: Human Physiology
TUESDAYS, 11:00-11:50 am, TNR 461

Table of Contents

Objectives for the course	1
Seminar evaluation and final grade	2
Class Schedule and Deadlines.....	2
Research Seminar speakers schedule	2
I. Preparing Research Seminars.....	3
A. Required preparation for seminars, with deadlines	3
B. Resources available for preparing seminars	4
1. Audio-Visual Resources	4
2. Text and Printing	4
3. Sources of Information	4
a. Libraries.....	4
b. Internet sources: PubMed	4
c. Articles by Inter-library Loan through the UWSP library	5
d. Other Internet medical information sources: Medline Plus	6
e. Rental Texts:	6
f. Me	6
4. How to List References for the Handout.....	6
D. Tips for preparing and giving your talk	6
Seminar Peer Evaluation Form.....	8
ii. Curriculum vitae, job application and interview	9
A. Writing resumes with cover letters	9
1. writing resumes for technical positions	9
2. The test job you are applying for	10
UW-Madison & MCW (Milwaukee) job listings on the network	11
3. Some tips on looking for a job	12
4. Tips for interviews.....	13
Appendix: Preparing Powerpoint Presentations	14

OBJECTIVES FOR THE COURSE:

This seminar should be the *culmination* of a senior's education at Stevens Point. ***It should demonstrate that he or she can do library research and integrate material on current topics in Physiology from several sources and present it in a brief talk in a concise, meaningful manner.*** The course will be divided in two parts: (1) RESEARCH SEMINAR: a formal 20-minute presentation to the class with a pre-talk rehearsal and summary paper and (2) JOB SEARCH: a CV and cover letter for a BS-level job in Physiology with a mock interview. The audience for the talk is meant to be students like you who are well versed in general biology, have had Human/Animal Physiology, but who do not have graduate/specialist training. Using their science background and the specific material presented by the speaker on his/her particular topic, all students should be able to understand and actively participate in discussions of student seminars. The CV and interview is to prepare you for the real thing when you leave the UWSP (job, grad or professional school applications).

I. PREPARING RESEARCH SEMINARS:

Each student will be required to present (a) **one 20-minute seminar** (with 5 min additional for comments & questions), each complete with (b) **handout** containing an **abstract of the talk, an outline, and a list of references**. There will be preliminary training and preparation sessions, and a rehearsal talk. The *graphics* for the presentation will be by **Powerpoint** video projection.

There will be two seminars per week, beginning the fourth week.

A. Required Preparation for Seminars, with deadlines:

1. * **FRIDAY, 9/14:** **subjects for all talks are due; the topics must be approved by me.** It may be anything related to physiology, animal or human. Diseases, physiological systems, drug actions, unusual conditions are all fair game. Stay away from topics that do not yet have a well-defined physiological basis. Things like depression and schizophrenia are fascinating states, for example, but there is very little known about the biochemistry or physiology that causes them.
2. **SUNDAY, 9/16: Powerpoint Assignment due** (material by email). Use the materials sent to you and some others to make a short PowerPoint presentation on:
 - Structure of insulin, OR
 - Insulin secretion, OR
 - Biosynthesis of insulin and the pancreatic beta cell

Your PowerPoint should include at least **3 text slides** with **outline topics** as well as **6 graphics**. The graphics can be separate from the text slides or included with them.

Look on the internet for at least **3 new graphics** related to your topic. A good place to start for information and a few graphics -- *PubMed Plus* (find it with *google.com*), "*diabetes*". Plug in the graphics and type in a legend for each. Also, **Google.com** has an **image library**. Look at the top of the Google page and click on the "**Images**" tab above the blank query box.

Save your PowerPoint to your Student Info drive (**myfiles.uwsp.edu/[your logon name]**, H:\) and email it to me. Your **myfiles** drive is available anywhere in the world on the internet; just remember to use the slash and your logon name after the <https://myfiles.uwsp.edu>

(Example: <https://myfiles.uwsp.edu/sogon245>)

3. * **FRIDAY, 9/21:** the following are due
 - a. a list of at least **six references**, including at least **two textbooks** and **three journal references with abstracts**. **Website references do not count in the five required.** [See, "C. Resources Available for Preparing Seminars" below.]. **I want to see the full-length articles at least a week before your seminar.** [See C.3.c, "Inter-library Loan..."]
 - b. a **detailed list of topics** that will be covered in lecture. They do not have to be in any order; just the **specific** topics that will be covered. This will require that you have read up on your topic. (Example: if your talk were on the diving reflex, the topic list would include: **brainstem respiratory pneumotaxic, inhalation and exhalation centers, and their control of the muscles of respiration; chemoreceptor nerves to the arterial bodies; diving-induced apneusis, physiological changes during diving; comparative diving responses among mammals**, etc. A general list of statements ("introduction to diabetes" "role of insulin in diabetes" etc.) is not acceptable.
3. * **A week or more before your seminar, you must** schedule a **rehearsal talk** with me.
4. * **At the time of your seminar:** Have **14 copies of a handout** for the class. *The handout* should contain




- a **short abstract** of your talk, one or two paragraphs.
- the **talk outline** and
- a **list of useful references**. [See, "B. Resources Available for Preparing Seminars" below.]
- Graphics may be useful but are not required in the handout.

B. Resources Available for Preparing Seminars

1. Audio-Visual Resources

A. **Computer-generated graphics (PowerPoint):** The seminars will be prepared with PowerPoint. You can also use the blackboard or overhead projector to make written points. PowerPoint is becoming standard in all types of science and business seminars, but requires some practice to be effective. We will practice using it in class. (See attached, "PREPARING POWERPOINT PRESENTATIONS: Instructions & an Exercise" .)

B. **Scanning images into PowerPoint:** all computer labs and the Media Lab are equipped with flat-bed scanners for copying illustrations from books and journals. The **JPG** or **JPEG** format is probably the best format to save images in for PowerPoint (files are smaller). We will practice scanning in class. **ALL IMAGES MUST BE ACCOMPANIED BY A REFERENCE TO ITS SOURCE.** (See bibliography formats below to see what to put in the text box below the image.)

C. **Importing images from the internet:** images used in web pages usually can be saved very simply, and used in PowerPoint or text form. Find the full-size image (not the thumbnail image), RIGHT-click on it, and choose, "**Save picture**" and put it in My Pictures in the My Documents folder. Use the "**Insert → Image from file**" to put into a slide or click on the  button. **ALL IMAGES MUST BE ACCOMPANIED BY A REFERENCE TO ITS SOURCE.** Example previous page: I left the text-box outline there to show you that you can squash it to fit underneath the graphic, instead of stretching out across the slide. It can also be in much smaller type than the rest of the slide, since it's just there for reference. **ACKNOWLEDGEMENT TIP:** when you find a graphic on the net, just click on the address bar to highlight, and copy (**ctrl-C**, or  button). Then go to your slide and paste (**ctrl-V**, or  button). If you are using Google Images, it will have the address written on the screen. RIGHT-click on it and choose "**Copy shortcut**" to get the address.



2. Text and Printing

Word processing: Your outline and handouts should be done in Microsoft Word, so we can edit your material together or by email.

3. Sources of Information

a. **Libraries:** use **library texts** (we have an up-to-date collection of medical texts in every area of medicine), **CD ROM** or **Medline** sources for literature sources. The library reference librarian will show you how to do this. The **St. Michael's Hospital library** is another source of medical information. Books and journals can be copied but not removed from that library. Hours: 12-4 pm, M-F; call 346-5000 and check to be sure someone will be there when you would like to use the library. The **Marshfield Clinic Library** is a terrific resource without going to Madison; they have a well-organized on-line search system as well. Books and journals can be copied but not removed from library. Call the free clinic number (1-800-782-8581), and ask for the Library.

b. **Internet sources: PubMed.** -- The "**Medline (PubMed)**" selection in the Indexes and Databases/Medicine menu on the National Library of Medicine's web page is particularly useful. Or just type in its direct address:

<http://www.ncbi.nlm.nih.gov/sites/entrez?db=pubmed>

This National Library of Medicine lists journal articles from 1980 and earlier to the present and includes abstracts of the articles as well. It covers several thousand biologically-related journals! In a system like this, look for **review articles** for background material. **Do not use single research articles on the subject; they are too narrow.** Here is how you do it:

The opening page contains the search box. In the example below, I put in "multiple sclerosis". This brings up all 46,709 journal articles in the database, most recent first. I asked that you look up the **REVIEWS**, which give a lot of background and summarize the state of research in the search area. To select only review articles, click on "**Review**" in the upper right corner (red box below).

PubMed.gov Search: PubMed multiple sclerosis

Display Settings: Summary, 20 per page, Sorted by Recently Added

Results: 1 to 20 of 46709

Filter your results: All (46709) **Review (7932)** Free Full Text (6890)

1. Validation of the Fatigue Impact Scale in Hungarian patients with multiple sclerosis. Losonczl E, Bencsik K, Rajda C, Lencsés G, Török M, Vécsei L. Qual Life Res. 2010 Sep 24. [Epub ahead of print] PMID: 20865452 [PubMed - as supplied by publisher] Related citations

Now you are looking at only the reviews related to multiple sclerosis, most recent first. Check the ones that seem relevant. (I checked one below.)

PubMed.gov Search: PubMed multiple sclerosis

Display Settings: Summary, 20 per page, Sorted by Recently Added

Results: 1 to 20 of 7932

Filter your results: All (46709) Review (7932) Free Full Text (6890)

1. Mechanisms of fatigue. Davis MP, Walsh D. J Support Oncol. 2010 Jul-Aug;8(4):164-74. Review. PMID: 20822034 [PubMed - indexed for MEDLINE] Related citations

2. fatigue in multiple sclerosis: mechanisms, evaluation, and treatment. Braley TJ, Chervin RD. Sleep. 2010 Aug 1;33(8):1061-7. Review. PMID: 20815187 [PubMed - indexed for MEDLINE] Related citations

Now, let's get abstracts for all the ones that are checked. At the bottom of the page, click on "**Send to:**" to get a menu of save options (see right). Under "**Choose Destination**", click "**E-mail**". Under "**Format**" choose "**Abstract**". Under "**Sort by**" choose "**First Author**". In "**E-mail**" box, type in your UWSP email address, and a comment if desired, in "**Additional text**" box. Then click on "**E-mail**" button. Within 5 minutes, you will get an email with "**PubMed Search Results**" in the **Subject** box, containing all the checked references and abstracts. Read these abstracts to determine which of them are worth getting. If "**Free**" appears after the abstract, you can download the article as a PDF file by clicking on the journal's link in the email (see right). For other articles: If the UWSP does not have the journal, you will have to use the **UWSP InterLibrary Loan (ILL)** online service, which is very good. See your Syllabus on how to do this. To print the email: **ctrl-P**, choose "**Preview**" button. If OK, "**Print**". If the UWSP library doesn't have the journal, you can request it through **Interlibrary Loan**.

(<https://wisconsin.hosts.atlas-sys.com/illiad/wis/logon.html>). The Library website will tell

inflammation in general.

PMCID: PMC2939884 **Free PMC Article**

PMID: 20856809 [PubMed - in process]

Related citations

Open access to full text on PLoS one **FREE full text article in PubMed Central**

Send to: [v]

Choose Destination

File Clipboard

Collections E-mail

Order

Search: multiple sclerosis

Format: Abstract [v] MeSH and Other Data

Sort by: First Author [v]

Number to send: 20 [v]

Start from citation: 1 [v]

E-mail: ssepser@uwsp.edu

Additional text: MULTIPLE SCLEROSIS REP'S #1

[E-mail]

SPAM filtering software notice

you how to do this on-line. Interlibrary Loan articles arrive electronically in about a week. You will get an email to tell you they are in.

d. **Other Internet medical information sources:** *The National Institutes of Health, "Medline Plus" for disease information.* The NIH has excellent background patient material for most diseases at its **Medline Plus** site, as well as links to research areas for each:

<http://www.nlm.nih.gov/medlineplus/healthtopics.html>

e. **Rental Texts:** Rental texts for courses in physiology, cell biology, anatomy, etc. are available from Text Rental after the first 2 weeks of class for no charge or a modest fee, depending on how many are rented. I have some medically-related texts that may also be appropriate.

f. **Me.** Talk to me. My appointment sheet is posted next to my door. Weekly sheets are posted for the entire semester on opening day.

4. How to List References for the Handout.

- **BOOK:** Author(s), Initials. Year. "Title of article/chapter" in Title of Book, Nth edition (Name editor(s), ed.), Publisher, City, pages.

example: Johnson, J.J., and A.A. Milne. 1921. "The gall bladder" in Odd Organs, 16th ed. (M. Potts and S.S. Sott, eds.), Academic Press, N.Y., pp. 21-25.

- **JOURNAL:** Author(s), Init. Year. Title of article. Name of Journal. volume #: pages.

example: Johnson, J.J. and A.A. Milne. 1922. The gall of it all. Science 203: 161-166.

- **INTERNET:** Author(s), Init., Year. Title of web page (text/image/movie/animation; other relevant information?). Web page address (URL). (See, "ACKNOWLEDGEMENT TIP" above.)

example: Sullivan, J., [year unknown]. "White blood cells eating yeast" (movie, from "Cells Alive" CD-ROM). <http://www.bio.davidson.edu/misc/movies/WBC.mov>

Note: *since websites and addresses constantly change, the more information given, the better the chances of tracking down the new address.*

D. Tips for Preparing and Giving Your Talk.

1. Preparation

- Begin early;* develop a list of pertinent literature. Literature cited from a recent paper on the subject is a good place to start. Take detailed notes for your abstracts. (See "Resources..." section below.)
- REMEMBER YOUR AUDIENCE** before you write: they are Seniors in Biology like you. Presume that they are familiar with the content of at least Biology 160, 285 or 281, 314, chemistry and pre-calculus math courses. They are *not* beginning freshmen, advanced graduate students or faculty members.
- Outline the seminar,* then write out and organize notes in a logical sequence.
- Use *visual aids* (tables, figures, etc.) to summarize data or present complex information. (See "Resources..." section below.) Some rules:

- keep visuals simple and uncluttered; do not put a lot of text on each slide.
- use a separate visual for each point, if possible;

- (iii) make visuals large enough to be read from the back of the room.
- (iv) **do not put every word on the slide, just the main points.** The audience will not pay attention if your talk is simply reading slides.

(v) RULE OF THUMB: No more than 1 visual every 2 min (10 in 20 min) unless they represent a sequence; use your own judgement as to how much your audience can take in.

e. **Rehearse the seminar several times** so you are thoroughly familiar with the information. Practice will minimize the use of notes and permit you to identify flaws and rough spots. Practice **out loud, in front of a mirror** if you can stand it. Nothing like hearing yourself to know how it's going to sound. Include the visual aids, talk about them as if they were projected in front of you. Make sure your presentation *fits the allotted time*.

f. Write your *abstract after preparation is complete*. Master the material before beginning to write the abstract.

3. Presentation of the Seminar to the Class (items in CAPITALS are common mistakes)

- (a). Most speakers are *nervous* to some degree: thorough familiarity with the topic will lessen it.
- (b). Speak *clearly and loudly* enough to be heard throughout the room.
- (c). DO NOT READ YOUR TALK TO THE AUDIENCE; use notes if you must, but look at your audience. You might write out the first and last paragraphs of your talk to help you over the nervousness.
- (d). DO NOT READ YOUR SLIDES TO THE AUDIENCE.
- (e). LOOK at the audience.
- (f). Practice getting rid of "uh's" and "your's" ('You have your pacemaker here') and "OK?'s" ('Then you go into cardiovascular shock, OK?')
- (g). *Explain* visuals and POINT TO INFORMATION AS YOU MENTION IT. Stand out of the way so all can see. LEAVE THE VISUAL ON THE SCREEN UNTIL YOU HAVE TO CHANGE IT; this gives the audience more time to understand it.
- (h). Think about using the *blackboard or overhead projector* to *write down* points (write large): this will help slow down your speaking.
- (i). TELL THE AUDIENCE WHERE YOU ARE AND WHERE YOU'RE GOING. Refer the audience to the outline you have given them. *Example*: "So, now that we have discussed the causes of Hodgkin's lymphoma, I would like to talk about present-day treatments."
- (j). *Remain within the time-limit*.
- (k). Finish with a summary statement (and a visual, if appropriate).
- (l). During the question period, *answer questions directly* and as simply as possible. If you do not know the answer, "I don't know" is a perfectly good response.

SEMINAR PEER EVALUATION FORM, 100825

SPEAKER: _____ DATE: _____

TITLE OF TALK: _____

I. Preparation: outline, abstract & references for class, (total: 30 pts) _____

- a. Did outline and abstract have enough detail to provide a guide to the talk? _____
- b. Did outline and abstract include the specialized terms used in the talk? Were the references appropriate and up-to-date? comments: _____

II. Seminar Presentation (total: 140 pts):**1. organization (40 pts) _____**

- a. Did the talk follow the outline? comments: _____
- b. Was the talk arranged logically? _____

2. clarity of presentation (40 pts) _____

- a. Were the points made clearly? comments: _____
- b. Was the audience kept informed of what the speaker had covered and where the speaker was going? comments: _____
- c. Did the speaker spend enough time on the "guts" of the talk so that you understood it more than superficially? comments: _____
- d. Did the speaker involve the audience (eye contact, questions of the audience)? _____
- e. Did the speaker appear to know the material well (modest or minimal use of notes, clear interpretation of graphics, relatively smooth presentation)? comments: _____

3. timing (10 pts) _____

The talk was supposed to have been 20 min long. Too long or too short? _____

4. visual aids (10 pts) _____

- a. Were the overheads, slides or other graphics clear and relevant to the talk? _____
- b. Did the speaker explain the graphics well (what the axes of a graph were, where to look for a detail mentioned, etc.)? _____
- c. Was the number of graphics OK (too many or too few)? _____

5. response to questions (20 pts) _____

Did their response to questions indicate the speaker was well-prepared, knew the material and resisted "snowing" the audience? comments: _____

6. Depth of coverage (20 pts) _____

- a. Was the background presented in talk sufficient to prepare seniors for the rest of the seminar? comments: _____
- b. Was the level of the talk appropriate for college seniors in biology? (level too high, too low or appropriate?) comments: _____

Other factors: Class participation counts 20 pts; unexcused absences will be docked 10 pts each.

II. CURRICULUM VITAE, JOB APPLICATION AND INTERVIEW.

I will hand out a job description for a BS-level job, listed on the UW jobs website. If you prefer, you may choose another job opening closer to your interests. You will have time to do some background research into the job to prepare for the interview. The full-dress mock interview will be about 10-15 min, with one or two people, followed by a 5 min evaluation of how you did.

A. WRITING RESUMES WITH COVER LETTERS

The Assignment: Students will be asked to write a resume of their academic and extracurricular activities and accomplishments, and a cover letter pertaining to a specific job listed at the end of this handout. In order that the cover letter be effective, it should indicate that you know something about what is required in the job, and what relevant experience you already have. It is also important that, if you are given the name of the person actually offering the job, that you know something about what research that they do. In this case, you will be given an actual job listing from the Madison jobs directory (See, "MADISON JOB LISTINGS..." below).

Due for the NOVEMBER 15 session:

- Make a listing of all the information required in the next section, "WRITING RESUMES..." (p. 9 of syllabus). This includes calculating your overall GPA (from your DPR report) and your science GPA (Math, Bio, Physics, Chemistry), relevant coursework, work experience (paid or unpaid), relevant extracurricular activities, and honors. Read it carefully.
- Look up a job listing in Madison now. Directions are on p. 10 of the syllabus. You can use the sample job you were given in class or something that fits you better. To save the description, type "**ctrl-A**" which highlights everything, then "**ctrl-C**" which copies it. Go to Word, make a new page and type "**ctrl-V**" to paste it on to the page, then save it.
- I will also expect you to know something about the employer's work, and your ideas for working this into your letter. This may require some detective work to find out who the PI (principal investigator) is. One trick: In Google, type out a phrase that describes the work of the lab in the job description followed by a comma and "University of Wisconsin" (e.g., "thermo-aversion technique for mice, University of Wisconsin") and see if it points to a faculty member at Madison. Add a brief summary of the work of the PI to the job description above and one reference (usually found on their website). Print a copy for me.

The week following, we will have a session devoted to interviewing, and **mock interviews** will be held the last week of class, with interviews scheduled throughout the week. Interviews will be 15 minutes long, followed by an evaluation. "Tips for Interviewing" is included in this handout.

<h3>1. WRITING RESUMES FOR TECHNICAL POSITIONS</h3>

General Suggestions: The resume should be two pages or less. Wordy resumes will not be read. Put out front what you want them to know most about you. Minimize non-specific qualities. Phrases like "a real self-starter" or "excellent communication skills" should be left out in favor of facts that speak for themselves: "founded an undergraduate research club, *The Point Research Reporter*, with another student" or "established my own research project to isolate a plasmid from *Lysteria monocytogenes*," would demonstrate this more effectively.

The following entries should be in any resume:

MAJOR(S)/MINOR(S) & GPA (overall/science)

PROFESSIONAL INTERESTS: tailor this in relation to job offering. If it is a stepping-stone to another career, mention it.

RELEVANT COURSEWORK, LABS & TECHNIQUES. Include formal coursework and techniques covered in lab you think would be useful for this job (eg: Cell Biology [PAGE, cell culture, fluorescence microscopy], Microbiology [sterile technique, isolation/identification of unknowns], Plant Physiology [Warburg respirometry, photometry], Biochemistry [enzyme assays]).

UNDERGRADUATE RESEARCH: List independent-study or summer research projects, including your mentors, where you did the work (UWSP? Marshfield?) and how long you have been doing the project..

RELEVANT WORK EXPERIENCE: include volunteer work if at all related (sometimes hospital volunteer work will be valuable to a lab doing clinical research), UWSP Winter Preceptorship. Even if not in science, a job that entailed supervisory responsibility or a complex protocol may be considered relevant.

SPECIAL SKILLS. Computer/software proficiencies, data analysis experience, etc.

HONORS: include academic honors first, awards in other areas as well.

REFERENCES: include the names, titles, address and phone numbers of three (3) references, people that know you well enough academically and/or personally to give you a good recommendation

Include a brief **COVER LETTER** to the listed contact person: Let them know what you are applying for. (Something like, "I am applying for your position # _____ listed as...."). Indicate that you know a little about what the lab/research group or PI is doing and are interested in the project. ("I have read about your work in nonallergic triggers to asthma, and ...") Describe a little of your coursework and experience that you think fit well with the job that was posted. (For example: "I am very interested in this type of work and think that my coursework and lab experience in Microbiology will help me prepare to work in your lab. Please see the attached resume...") Finish with something to leave the door open for a later phone call, like, "I hope that we can discuss this further at your convenience."

2. THE TEST JOB YOU ARE APPLYING FOR

You will be receiving a *position number* for a *Research Specialist* job listing from the UW Madison website. Follow the directions for "Finding a Job in Madison..." The positions are listed in numerical order, with the latest (highest number) positions first. If the PI (Principal Investigator) that is hiring for this job is not listed, **call the lab** and see who runs the lab. Look up some of their references in PubMed. Find out something about them and what their lab works on (not always clear from job description). See if they have a website where they describe their work's overall objectives.

If this position does not suit you, you should look up another one that fits better and let me know the number of the position. It will be your responsibility to find out the information about the PI and the lab as above -- **and email it to me.**

Remember that their job "requirements" are often a wish list, and they will accept someone with the potential to fulfill their wishes. Look into your course background and see if there is something you can find that shows that potential.

**UW-MADISON & MCW (MILWAUKEE) JOB LISTINGS ON THE NETWORK
FOR B.S.-LEVEL BIOLOGY GRADUATES:
HOW TO GET THERE**

UW-MADISON. -- The Madison job listings are on the network (the UW-Madison website, "WisclNFO"). To get to the *B.S.-level jobs in Biology* research labs and related areas, follow this path:

1. Click on **Netscape** or **Internet Explorer** icon (UWSP Home Page comes up)
2. Highlight the "**address**" line in the box at the top of the page.
3. To search for specific job listings by Position Number or by category (Res. Spec., etc.), type in the **URL** below (if you are reading this online, just click on it):

http://www.ohr.wisc.edu/search/pvl_search.asp



**Office of
Human Resources**
University of Wisconsin-Madison

**Search University of W:
Faculty and
IMPORTANT:** You can either
You can click on the job type link

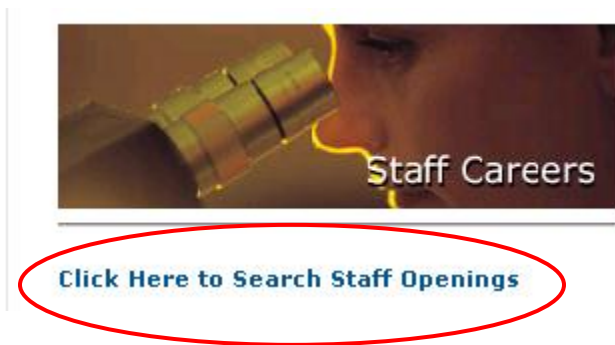
Search for: Results per page: 10

Match: any search words all search words

4. Type in "**RESEARCH SPECIALIST**" (These are B.S.-level jobs)
5. Each file represents a job listing. Click on those that look interesting.
6. Either print (**FILE => PRINT**), or save job description to disk by clicking on **FILE=>SAVE AS** from menu, and save to your **myfiles** private folder.
7. For general information on how their job website works, click on link,
<http://www.ohr.wisc.edu/Employment/aboutpvl.html>
which explains everything about the Position Vacancy Listings (**PVL's**)

MEDICAL COLLEGE OF WISCONSIN (MILWAUKEE). -- All jobs are listed at the following website:

<https://tbe.taleo.net/NA3/ats/careers/jobSearch.jsp?org=MCW&cws=1>



Under "Staff Careers" box, click on "Click Here to Search Staff Openings"

Employment Home	About MCW	Careers	Benefits	About Milwaukee	Cont
-----------------	-----------	----------------	----------	-----------------	------

Search Openings

Search our positions by selecting a location below. To see all openings sorted by location select "-Any-". Each includes a link for applying and submitting your resume to us online. This is the fastest and most reliable way for any of our positions.

There are currently a total of **205** open jobs.

Job Category:

Location:

Description Keywords:

Position Number:

Department:

If you check the **"Research"** category and **"--Any--"** location, and leave the rest blank, all the available research positions should come up. Look for position names, **Research Technologist level I** (requires little or no experience). There are no salaries listed.

3. SOME TIPS ON LOOKING FOR A JOB

1. *Plan to get depressed.* Everyone takes the application/interview process personally, as if the interviewer has some special power to decide your personal worth. It's baloney, but it's what you will probably feel if the first tries don't work out. But: PERSISTENCE IS EVERYTHING!
2. *Plan your letters of reference early.* Decide which of your professors (or former employers) know you best and will write a strong letter of recommendation. If you got an "A" in a course there is no guarantee that the instructor knows you from Adam or Eve. If no faculty member knows you by name, get cracking! The UWSP is too small a place to get lost in classes!
3. *Call the prospective employer directly.* Before sending resumes and/or letters of recommendation, give the contact person a telephone call, not an email, "to find out if the position is still open". Many students have gotten a 'leg up' from a simple phone call. You can find out who is the lab director offering the job. Also, investigators are often eager to tell you about what they do and find out what skills you might have they can use in the lab. If the job is still open and you think you are interested in the position, ask them for a research article you can look up. This can be valuable if they know that you know something about what they do, and will be very important for the interview.

4. TIPS FOR INTERVIEWS

From Career Counseling Corner: <http://www.careercc.com/interv3.shtml>

- Interview Tip 1: Plan Ahead - Do a little homework! Research the company and the position if possible, as well, the people you will meet with at the interview. Review your work experiences. Be ready to support past career accomplishments with specific information targeted toward the companies needs. Have your facts ready!
- Interview Tip 2: Role Play - Once you have finished studying, begin role playing (rehearsing). Use the general questions provided below in the Interview Preparation Area. Write down answers if it helps to make your presentation more concise. Try to keep your answers to the information your new employer will want to know.
- Interview Tip 3: Eye Contact - Maintain eye contact with your interviewer. Show you want the job with your interest.
- Interview Tip 4: Be Positive - In particular, avoid negative comments about past employers.
- Interview Tip 5: Adapt - Listen and adapt. Be sensitive to the style of the interviewer. Pay attention to those details of dress, office furniture, and general decor which will afford helpful clues to assist you in tailoring your presentation.
- Interview Tip 6: Relate - Try to relate your answers to the interviewer and his or her company. Focus on achievements relevant to the position.
- Interview Tip 7: Encourage - Encourage the interviewer to share information about his or her company. Demonstrate your interest. Some suggested questions to ask the interviewer are provided in the "Questions You Could Consider Asking the Employer" section.

Below are questions you may be asked in the interview:

1. Tell me about yourself? (try to hold your response to 2 minutes)
2. What do you know about our lab?
3. Why should we hire you?
4. What do you look for in a job?
5. What skills and qualifications are essential for success in the position of _____?
6. How long would it take for you to make a meaningful contribution?
7. How does this assignment fit into your overall career plan?
8. Why are you looking for this career?
9. How would your colleagues describe you?
10. How would you describe yourself?
11. What do you think of your present or past supervisor at a job or school project?
12. What were the five most significant accomplishments in your career so far?
13. Can you work well under deadlines or pressure?
14. Why do you want to work for us?
15. What other positions are you considering?
16. Have you kept up in your field with additional training?
17. What are your career goals?
18. What are your strong points?
19. How did you do in school?
20. What position do you expect to have in 2 to 5 years?
21. If you took the job what do you think you could accomplish in the first year?
22. What kind of hours are you used to working or would like to work?
23. Do you have your reference list with you? (Remember don't give it out unless it is asked for).
24. What questions didn't I ask that you expected?
25. Do you have any question for me? (See Questions for the Interviewer that you might want to ask below).

Below are questions you may want to ask the Interviewer:

1. Why is this position open?
2. How often has it been filled in the past five years? What were the main reasons?
3. What would you like done differently by the next person who fills this position?
4. What are some of the objectives you would like to see accomplished in this job?
5. What are some of the long term objectives you would like to see completed?
6. What are some of the more difficult problems one would have to face in this position?
7. How do you think these could best be handled?
8. What type of support does this position receive in terms of people, finances. etc?
9. What freedom would I have in determining my own work objectives, deadlines, and methods of job evaluation?
10. What advancement opportunities are available for the person who is successful in this position, and within what time frame?
11. In what ways has this organization been most successful in terms of their research over the years?
12. What significant changes do you foresee in the near future?
13. How is one evaluated in this position?

Below are questions you do NOT have to answer★:

1. Are you married?
2. Do you have children?
3. Do you plan to have children?
4. How old are you?
5. That's an interesting name! What nationality are you?
6. What religion do you practice?

★ One polite response if asked any of the above: "I'm sorry, but I don't think I am supposed to answer questions like that."

APPENDIX: PREPARING POWERPOINT PRESENTATIONS:

Instructions & an Exercise

(modified from "Writing in Molecular Biology" handout of Dr. D. Caporale, 2001)

1. OPEN POWERPOINT:

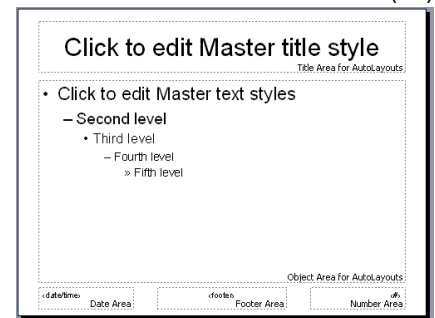
- a. Double-click on POWERPOINT icon, or use START button at bottom of screen → Programs → [Microsoft Office] → PowerPoint.
- b. Click on BLANK PRESENTATION

2. General:

- a. Make a mistake? **UNDO** with **Ctrl-Z**
- b. Need a new slide? Hold **Ctrl** and hit **M** key [**Ctrl-M**]
- c. Pictures, arrows and other things with "**handles**" can be *deleted* with the **DEL** key when the handles are showing. Text boxes can be deleted by clicking twice on their shaded borders, then **DEL**.

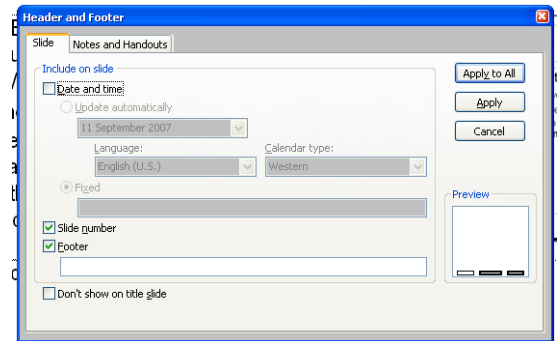
3. MAKING A MASTER SLIDE

Before you start your PowerPoint slides, make a Slide Master. Click on View => Master => Slide Master. Highlight each part of the slide and choose the *typeface* (**Arial, Comic Sans, Times Roman**, etc.) style (**boldface, italic, underlined**) and size boxes in the toolbar at the top (minimum size = 20 pt.) The bottom boxes are just for things you want on every slide (like your name, date, etc. When you are done, click the "Close Master View" on the little toolbar.



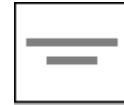
4. NUMBER YOUR SLIDES

Number your slides by clicking on Insert => Slide Number. On the menu, uncheck "Date and Time" and check "Slide Number".



5. MAKE A TITLE SLIDE:

- Choose slide style:** Double-click on the first AUTOLAYOUT slide pattern (title and sub-title boxes on slide)
- Change background color:** use FORMAT → SLIDE BACKGROUND. Choose a light color that is easy on the eyes from the "more colors" menu and click Apply to All. You can change this latter if it is distracting.
- To use a special slide pattern:** FORMAT → APPLY DESIGN TEMPLATE. THIS IS OPTIONAL: Choose a pattern that is not distracting and leaves a lot of room for text and pictures.
- Enter a title:** click on "CLICK TO ADD TITLE" inside top box, then type in your talk's title.
 - For practice, highlight the title and *change FONT style and color* with FORMAT → FONT menu.
 - If you want a *box around the title*, click on the title; choose FORMAT → PLACEHOLDER and select a line style (continuous, dotted, etc.) and thickness. Usually, there are no boxes around slide text ("No Fill" for both boxes in menu)
- Enter your name and university affiliation in the sub-title box:** click on "CLICK TO ADD SUBTITLE" and type in information.
 - for practice, change font style and color for best visibility



6. MAKE AN OBJECTIVES (OR SUMMARY) SLIDE:

- From command bar, click on VIEW → SLIDE SORTER VIEW This give a thumbnail of all slides so far (just one), but it is useful when you have them all done.
- click to the right of the first slide, then click on INSERT → NEW SLIDE. This brings up the AUTOLAYOUT menu.
- Double-click on the slide pattern containing a title box and a bulleted-items box (second one).
- In the title box, type in "OBJECTIVES"
- Make up 4 objectives and type them in the lower bulleted-items box.

7. COPY A PICTURE OFF THE INTERNET TO USE IN A SLIDE:

- Minimize* PowerPoint
- Double-click on **Internet Explorer**
- highlight address box (URL) and type in "google.com"
- The search engine will appear. Type "*Ethnobotany*" in the query box and hit ENTER.
- You will get a page of websites. Click on the hypertext of the site, "*Access Excellence*"


- f. Look through the website until you find a good-sized picture that you like.
- g. Put the mouse cursor over the picture and **RIGHT**-click. This brings up a menu. Use the mouse to select "**Save Picture As**".
- h. In the address box of the *Save Picture* menu, click on the down-arrow to the right of the box and select "*My Documents*" [or, if you have a ZIP disk, select it instead.] In the "File Name" box, highlight name and rename file more clearly (long filenames are fine). File formats labelled "**.BMP**", "**.GIF**", "**.TIF**" or "**.JPG**" are all OK. Minimize or exit Internet Explorer.
- i. You can also use pictures you get from a flat-bed scanner the same way.

8. MAKE A PICTURE SLIDE:

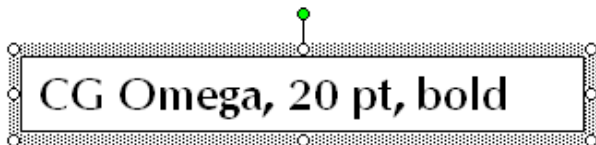
- a. **Make a new slide.** Use INSERT → NEW SLIDE or simply hit the keys, **Ctrl-M**
- b. In the AUTOLAYOUT menu, choose the *text-plus-picture* template.
- c. Click once on picture area (don't double click for clip art).
- d. From the menu, choose INSERT → PICTURE → FROM FILE.
- e. Find your picture by clicking on the *down-arrow to the right of the box* and selecting your picture file Hit ENTER.
- f. The picture will appear in your slide. To move, move cursor over picture until it becomes a criss-cross; click and drag to desired location. Move it over the "picture" space and the old picture space will disappear.
- g. **Adjust the size of the picture:**
 - i. click on picture until you see the 8 little boxes ("handles")
 - ii. put the mouse cursor over one of the **CORNER** handles → click and drag to increase or decrease the size of the picture. [Don't use the middle boxes. They squeeze the picture one way or the other.]
 - iii.

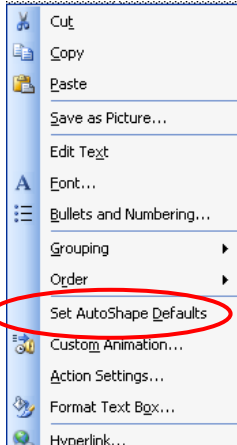


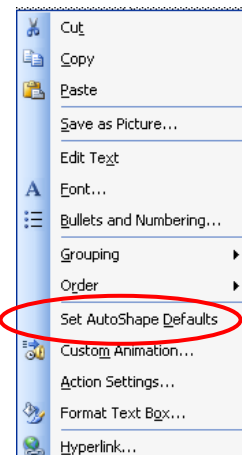
9. ADD TEXT BOXES.

Draw a textbox. -- Click on the TextBox icon  at the bottom of the screen (Drawing Toolbar). Move the cursor to the slide area. An arrow appears. Put the arrow where you want the box to be. Click and drag arrow to form a box. The default form of the box is with a black line around it.

Adjust the typeface and size of print in the textbox. -- After you have typed the text, highlight the whole text (**ctrl-A** shortcut), then choose the *typeface* (**Arial, Comic Sans, Times Roman, etc.**) *style* (**boldface, italic, underlined**) and size boxes in the toolbar at the top (minimum size = 20 pt.)

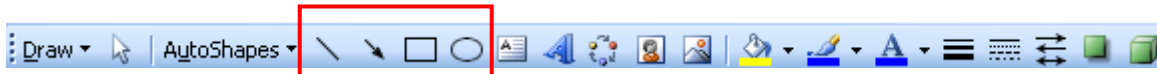


Set default textbox settings. -- This will set all new textboxes to the same style, type, etc as above. Click on the border of the textbox so it becomes shaded. Put the cursor on the border and RIGHT-click to get this menu: . Click on "Set AutoShape Defaults". In the example above, all new textboxes for this PowerPoint will start out in CG Omega typeface, 20 pt size, boldface style.





10. DRAWING TOOLS AND GROUPING.

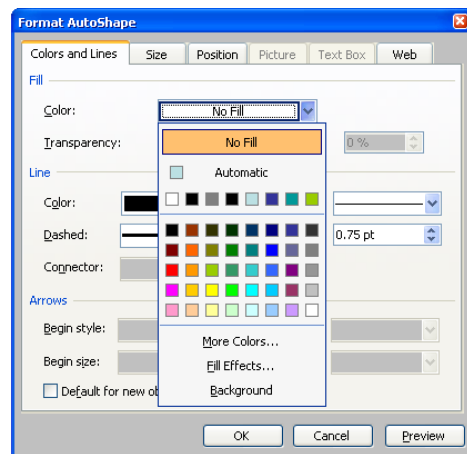
Using an arrow, line circle or a box. -- To draw an arrow from one place to another, to draw a box or a circle around an area of interest, click on the form in the Drawing Toolbar at the bottom of the screen:



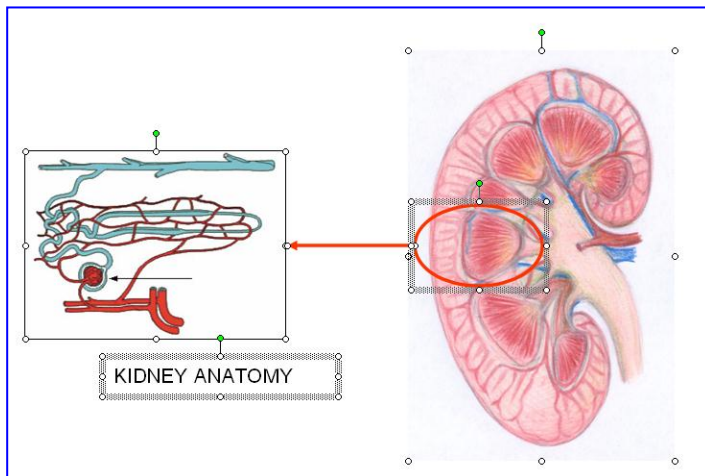
Go to the slide and click and drag to form the arrow, line, etc. Circles and squares come with a solid fill that covers up your drawing. Double click on it and see the menu at right. Remove the fill by clicking on Color: "No Fill". You can use the handles on any object to squoosh it around. Move the cursor to see the cross and drag it to its best position over what you want to highlight. Use the

brush icon  in the Drawing Toolbar to change its color (the down arrow allows you to select the color for the brush). Use the Line Thickness icon  to change the thickness of the line.

(CONTINUED NEXT PAGE)



Grouping pictures, lines, etc. -- If you have several things you want to keep together (picture and arrows, etc.), use the *Grouping* function. Make sure your pictures are moveable by double-clicking on the picture to get the "Picture Tools" tab (figure at right), click on "Wrap Text" and "Square". Top group objects together, press and hold the **SHIFT** key and click on each of the objects you want to keep together. The "handles" for each should appear and stay there as you click on other objects. In the figure below, the pictures, the textbox and the arrow and circle are

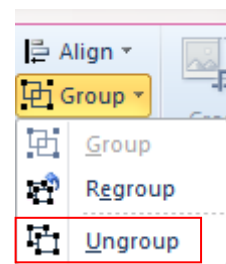
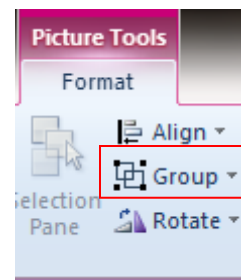
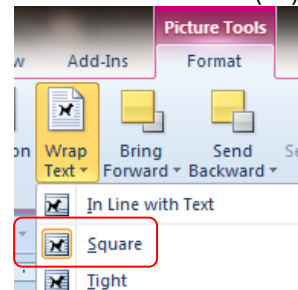


all highlighted (note "handles" on all three). Click on the 'Group' icon of the **Picture Tools** → **Format** tab. (See below right.)

Now, even if you move of the objects around, all the other objects will move with it. ** Also, you can reduce the size of all by grabbing one of the corner handles and resizing as you would a picture. If you have to readjust one thing in the group, you have to **ungroup**. To do this, click on the object you want to change. Look again at the Picture Tools tab, Format tab and click on Group icon again to

get the drop-down menu seen at right. Click on "Ungroup" and all the elements will have their own handles again. Click on the one element you want to change. Change it and click on **Picture Tools** → **Format** → "Regroup" (shown in same menu at right).

** If the grouped object now sits on top of the text, right-click on it and from the menu choose, "Format Object" → "Layout" tab → "Square", and the text will wrap around it.



11. MAKING A GRAPH SLIDE: Use EXCEL to make graphs and copy to your slide. (The PowerPoint graphing functions are clunky.)

12. MAKING A TABLE SLIDE: Make a table in WORD or EXCEL and copy to the slide. It must be simple and small enough to fit the slide.