

COLLABORATIVE GRADUATE PROGRAM IN WOMEN'S HEALTH STUDENT SEMINAR SERIES GUIDELINES

The seminar series is a forum for Collaborative Program in Women's Health (CGPWH) students to present an aspect of their research to the CGPWH community, and to receive expert feedback on the research from a CGPWH Mentor (Discussant) from a different, but complementary disciplinary background. An extensive discussion with the attendees follows with the guidance of a student moderator.

Presenter's Role: To present their research or research question(s) to the CGPWH community to stimulate cross-disciplinary discussion and feedback.

Discussant's Role: To provide feedback on the presenter's research from a different, but complementary perspective.

Student Moderator's Role: To convene the session, take questions from attendees, and stimulate discussion focused on key methodological and substantive issues arising from the seminar*.

Two weeks prior to the seminar the following tasks must be completed:

1. Speaker submits presentation text/slides/overview and abstract to the Discussant, Moderator and CGPWH Program Director and co-Director.
2. Speaker and Discussant submit short bios to CGPWH Program Director and co-Director who will forward to the Moderator.

OBJECTIVES:

The pedagogical objectives of the CGPWH Seminar Series are to provide opportunities for Students and Mentors to:

- 1) Present current research to an expert, interested, and interdisciplinary audience.
- 2) Explain the theoretical/conceptual/methodological underpinnings of their disciplinary paradigm to researchers who are not familiar with that paradigm.
- 3) Respond to questions about their research from experts and from researchers who are not familiar with the paradigm.
- 4) Engage in sustained dialogue with a diverse group.
- 5) Gain insights about alternative disciplinary approaches for addressing or defining a research problem, investigating and researching a problem, analyzing results, and presenting results and implications of research.
- 6) Gain insights about how the implications of research may look different from different disciplinary perspectives.
- 7) Meet faculty who might be interested in serving as mentors and/or committee members.

RECOMMENDED FORMAT (can be changed if agreed upon by all participants):

- 5 minutes – Moderator introduces self, speaker, discussant, and topic
- 30 minutes – Speaker presentation.
- 15 minutes – Discussant response.
- 10 minutes – Break.
- 10 minutes – Speaker invited to respond to Discussant and facilitate conversation between Speaker and Discussant.
- 40-50 minutes – Facilitated and stewarded discussion.
- 5 minutes – Final comments from Speaker, Discussant, and/or Moderator (if desired).
- Moderator brings discussion to a conclusion and announces upcoming seminars.

***How the Moderator might stimulate discussion** (some guidelines):

This is a challenging, pedagogical role, as much as it is an organizational role.

The Moderator has the responsibility of stewarding group discussion so that the seminar objectives are achieved. Given the diversity of the audience, it may be that the overlap of approaches is best approached by anecdote or analogy. The discussion may be more successful if it emphasizes an exploration of how unfamiliar concepts and methods may be mobilized to serve different disciplines.

The Moderator, with the aid of the Discussant, may encourage and motivate discussion around topics such as:

- What aspects of this project make sense to attendees from other disciplines? (E.g. how the question is framed/variables to be measured, etc.).
- What aspects do not seem to make sense to attendees from other disciplines? Why?
- If you were to study this question from a different discipline, what would you do differently?
- How does this project fit with the body of knowledge that will be developed by CGPWH?
- What could other disciplinary perspectives bring to this research project to enrich it?
- How does this project help inform other research being undertaken that is relevant to CGPWH?
- If this project has already involved disciplinary boundary-crossing and/or collaboration, how did the process work? What were key enabling factors for good communication and synthesis, what were/are the challenges?