

**Tentative Course Outline and Schedule**  
**FOS6915: Research Planning**

**Fall 2015 - SECTION 8127 (2 credits)**  
**Thursdays, 8:30 AM to 10:25 AM (periods 2 & 3), TUR 2303**

**INSTRUCTOR:**

Bobbi Langkamp-Henken, Ph.D., R.D.  
Food Science and Human Nutrition Department

FSHN Building, Room 309  
Cell: 352-642-3669  
Email: [henken@ufl.edu](mailto:henken@ufl.edu)

Office Hours: Tuesdays – noon to 1:30 p.m. (walk-in), Thursdays 2:00 p.m. to 3:30 p.m. (by appointment email Mindy to schedule – [mindy@ufl.edu](mailto:mindy@ufl.edu)). Other times: if my office door is open, please feel free to come in and see me.

**COURSE DESCRIPTION:**

Introduction to the research process part 1: planning the study and obtaining Institutional Review Board (IRB) approval.

**COURSE OBJECTIVES:**

1. Use relevant databases for literature review to develop of a research question.
2. Plan a research project using appropriate research methods.
3. Obtain IRB approval for the proposed research project.
4. Gain experience using Excel and PowerPoint to analyze and present data.

**TEXT AND MATERIALS:**

Online readings and tutorials will need to be completed outside of class.

**STUDENT EVALUATION:**

Students will be evaluated on assignments, presentations, and class participation. Attendance is required for all classes.

**ASSIGNMENTS:**

Individual Projects

- Complete IRB and HIPAA Training through myUFL. This consists of 3 trainings 1) HIPAA for Research; 2) Local IRB video; 3) CITI training. Please see <http://irb.ufl.edu/irb01/irb-01/trainreq.html> for training information. Print out the HIPAA for Researchers certificate.
- Complete the 4 modules in the Academy of Nutrition and Dietetics Evidence Analysis Library tutorial <http://www.adaevidencelibrary.com>. To complete the tutorial, log onto the site. The tutorial can be found under the “Resources” tab.
- Complete the PubMed tutorial <http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/>
- 10-min PowerPoint presentation of a potential research idea for the class research project. Use systematic reviews, the ADA Evidence Analysis Library, and the scientific literature to develop a research question. Presentation should include a brief review of the literature that justifies the relevance of the research question. Please bring paper or electronic copies of studies related to your question. We will need these to discuss methods and estimate sample size.
- Excel and PowerPoint worksheets. These worksheets will be developed to complement your research project.

Group research proposal

- As a group present your research proposal (review of literature, hypothesis, purpose, methods, required sample size, expected outcomes).
- Complete IRB paperwork and submit for approval <http://irb.ufl.edu/>

### Add to portfolio

- HIPAA for Researchers Certificate
- EAL Tutorial Certificate
- Written summary of how you met the following competencies throughout this course.

- DI 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice
- DI 1.3 Justify programs, products, services and care using appropriate evidence or data
- DI 1.4 Evaluate emerging research for application in dietetics practice
- DI 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis

### **GRADING** (see rubrics below):

	<b>Points</b>
Online training and portfolio items	
• HIPAA certificate (in portfolio and turned in to Dr. Henken)	10
• IRB Local and CITI training	10
• EAL certificate (in portfolio and turned in to Dr. Henken)	10
• PubMed tutorial (completed)	10
• Written summary of how you met the competencies (in portfolio)	10
Presentations of research ideas (10 min. PowerPoint presentation)	50
Group research proposal (PowerPoint presentation)	25
Excel and PowerPoint worksheet	25
IRB submission packet approved	50
Peer teamwork evaluations	40
Class participation (attends all classes and knowledgeably participates)	10

A = 235-250 (94% to 100%); A- = 225-234 (90% to < 94%); B+ = 215-224 (87% to < 90%); B = 208-214 (84% to < 87%); B- 200-207 (80% to <84%); C+ = 190-199 (77% to < 80%); etc.

Link to UF's grading policy: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

<b><u>Date</u></b>	<b><u>Topic</u></b>
August 27	Review Course Syllabus
	Begin working on IRB training <a href="http://irb.ufl.edu/education/trainreq.htm">http://irb.ufl.edu/education/trainreq.htm</a>
September 3	Research Methods for the Practitioner <ul style="list-style-type: none"><li>• Research designs</li><li>• The IRB</li><li>• HIPAA</li><li>• Improving the quality of the project (Consort Checklist and Clinicaltrials.gov)</li></ul>
September 10	Library resources, PubMed searches, and how to establish a VPN connection <ul style="list-style-type: none"><li>• Complete the ADA Evidence Analysis Library tutorial before class our next class. <a href="http://www.adaevidencelibrary.com/">http://www.adaevidencelibrary.com/</a></li><li>• Complete the PubMed tutorial before our next class. <a href="http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/">http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/</a></li></ul>
	Discuss ideas for class project
September 17	Discuss IRB Process
	Discuss ideas for class project
September 24	PowerPoint presentations and discussions of potential research ideas
October 1	Discussion of research question or hypothesis and study design and methods for class project

<u>Date</u>	<u>Topic</u>
October 8	Discussion of research question or hypothesis and study design and methods for class project
October 15	Group Presentation of Research Proposal - Please bring electronic or paper copies of similar studies to class. <ul style="list-style-type: none"> <li>• Review of literature</li> <li>• Hypothesis and purpose</li> <li>• Methods including sample size calculations</li> <li>• Expected results</li> </ul>
October 22	Working class: Developing study materials – protocol, study flyers, data collection sheets, subject folders
October 29	Discuss ethics in research and how to write the informed consent
November 5	Working Class: IRB submission packet Submit first draft of the IRB submission packet to Dr. Henken by our next class
November 12	In-class Review of First Draft of IRB Submission Packet (everyone should bring a paper or electronic copy of the packet) <ul style="list-style-type: none"> <li>• Submit second draft of the IRB submission packet to Dr. Henken by our next class</li> </ul>
November 19	Data organization, statistical analyses, and presentation (using Excel and PowerPoint in research) <ul style="list-style-type: none"> <li>• Assign worksheet</li> </ul>
November 26	NO CLASS – Thanksgiving Holiday
December 3	Wrap up and discuss plans for beginning the study Worksheet due Peer teamwork evaluations due

## GRADING RUBRICS:

**Individual presentation of research ideas (10 min.):** You will receive the full 50 points if

	Possible Points
1. Research question clearly stated.	5
2. Systematic reviews, EAL, or PubMed are used to develop the research question. Where did you come up with your idea? Where did you search to see if it had been done before? What search terms did you use?	15
3. Presentation includes brief review of the literature that justifies the relevance of the research question. Original graphs and figures from the literature are used instead of a summary of the findings.	10
4. Outcome measures reflect hypothesis (i.e., research question)	10
5. Paper or electronic copies of relevant studies are available for any questions that arise during the presentation.	5
6. Presentation is professional (good slide quality, poise, etc.).	5
<b>Total</b>	<b>50</b>

**Group presentation of research idea:** You will receive the full 25 points if

	Possible Points
1. Review of literature based on systematic reviews, EAL, or PubMed that justifies the relevance of the research question. Original graphs and figures from the literature are used instead of a summary of the findings.	5
2. Hypothesis is in the correct format and is logical based on review of literature.	5
3. Presentation includes study purpose, methods, required sample size and expected outcomes. Outcomes reflect hypothesis.	10
4. Presentation is professional (good slide quality, poise, etc.).	5
<b>Total</b>	<b>25</b>

**Peer teamwork evaluations:** Your grade will be determined by your peers (i.e., the average score from your peers) and scored as follows:

Peer being evaluated: by: _____ (initials)	Possible Points	Assigned Points
<b>Communication</b> – communicates effectively and in a timely manner (0=not effective or timely, 10=very effective or timely)	10	
<b>Attendance</b> – has attended all planning and preparation meetings and has been on time (0=very poor attendance and always late, 10=great attendance and on time)	10	
<b>Responsibility</b> – has assumed equal responsibility for their share of the project (0=others have had to assume these responsibilities, 10=completed their share of the responsibilities)	10	
<b>Attitude</b> – has maintained a positive attitude during the project (0=very poor attitude, 10=very positive attitude)	10	
<b>Total</b>	40	
<b>Comments</b>		

**Grades and Grade Points:** For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Absences and Make-Up Work:** Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*” It is assumed that you will complete all work independently in this course unless I give explicit permission for you to collaborate on course tasks (e.g. in-class assignments). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

**Software Use:** All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)*  
Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Training Programs, Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

**Services for Students with Disabilities:** The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)