Tentative Course Outline and Schedule
FOS6915: Research Planning

Fall 2023 – Section 8127 (2 credits)
Thursdays 8:30 to 10:25 (periods 2 and 3)
MCCA Room 1142

INSTRUCTOR:

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OFFICE HOURS: Tuesdays 1:30 to 3:00 p.m. Please email me to set up an appointment during my office hours or any other time that works for both of us.

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.

As a result of completing the assignments and activities associated with this course, students will work toward or achieve the following competencies:

- **CRDN 1.2**: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.
    o Learning objective is measured by: presentation of their proposed research project in **Research Planning (semester 1)**
- **CRDN 1.4**: Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.
    o Learning objective is measured by: project presentation in **Research Projects 2 (semester 2)**
- **CRDN 4.4**: Apply current information technologies to develop, manage and disseminate nutrition information and data.
    o Learning objective is measured by: project presentation in **Research Projects (semester 2)**

TEXT AND MATERIALS:
No text is required; however, access to databases and journals for literature review and statistical analyses relevant to your research project is required, including KW Broman and KH Woo (2018). Data Organization in Spreadsheets. *The American Statistician* 72:2-10. Additional readings/resources are provided on e-Learning in Canvas:
http://elearning.ufl.edu.

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

ASSIGNMENTS:

Individual Projects

- Complete the required reading and training (IRB803) for UF IRBs http://irb.ufl.edu/index/requiredtraining.html. Note: you must be on the UF VPN to access this link.
- Complete the 5 modules in the Academy of Nutrition and Dietetics Evidence Analysis Library (EAL) Orientation Tutorial. To complete the tutorial, log onto the site http://www.adaevidencelibrary.com. The tutorial can be found under the "Quick Links". Complete the quiz and print out the certificate.
- Complete the PubMed tutorial "Using PubMed in Evidence-Based Practice – Training course" https://www.nlm.nih.gov/oet/ed/pubmed/pubmed_in_ebp/index.html use the text entry function on Canvas to list one or two new things you learned.
- Excel and PowerPoint worksheets.

Group research proposals

- As a team of 2 or 3 students develop and give a 10-min PowerPoint presentation of a potential research idea for a class research project. Use systematic reviews, the AND Evidence Analysis Library, and the scientific literature to develop a research question. Your presentation should include a brief review of the literature that justifies the relevance of the research question. Please have on hand copies of studies related to your question. We will need these to discuss methods and estimate sample size.
- As a team of 9 present your research proposal (review of literature, hypothesis, purpose, methods, required sample size, expected outcomes).
- Complete IRB paperwork online and submit for approval http://irb.ufl.edu/.

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/UGRD/academic-regulations/attendance-policies/.

Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

Instructor-Initiated Recording of Class: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

GRADING:

Online training items	Points
• UF IRB training IRB803	10
• EAL certificate (upload)	10
• PubMed tutorial (use the Canvas text entry to list one or two things you learned from the tutorial)	5
Using Excel and PowerPoint modules	
• Module 1: Basic Excel	5
• Module 2: Excel Sorting, Filtering and Conditional Formatting	5
• Module 3: Data Organization in Spreadsheets	5
• Module 4: Excel Formulas and Logic Statements	5
• Module 5: Word Tables and PowerPoint Figures	5
Team of 2 to 3 presentations of research ideas (10 min. PowerPoint presentation)	50
Group research proposal (PowerPoint presentation)	25
IRB paperwork submitted to myIRB	40
Peer teamwork evaluations	40
Attendance / participation	10
Total points	215

A = 94.0% to 100%; A- = 90.0% to < 94.0%; B+ = 87.0% to < 90.0%; B = 84.0% to < 87.0%; B- 80.0% to <84.0%; C+ = 77.0% to < 80.0%; C = 74.0% to <77.0%; C- = 70.0% to <74.0%; D+ = 67.0% to < 70.0%; D- = 61.0% to <64.0%; F = <61.0%

Grades and Grade Points: For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Date	**Topic**
August 24	Review Course Syllabus and Canvas eLearning course site
	Presentation: Coming up with an idea
	Discuss how to establish a VPN connection for literature searches
	• Begin working on IRB training (see Canvas assignments). Complete by **September 7th**.
August 31	Presentation: Research Methods for the Practitioner (study design, the IRB, HIPAA, Consort Checklist and Clinicaltrials.gov)
	Discussion of ideas for the class research project
	• Complete the AND Evidence Analysis Library tutorial before our **next class at** http://www.adaevidencelibrary.com/. Take the Orientation Tutorial Quiz and upload a copy of your certificate of completion to Canvas.
	• Complete the PubMed tutorial before our **next class**. "Using PubMed in Evidence-Based Practice – Training course" https://www.nlm.nih.gov/oet/ed/pubmed/pubmed_in_ebp/index.html, Use the text entry function on Canvas to list one or two new things you learned.
September 7	Discuss ideas for class project(s)
	• Module 1: Basic Excel **due**
	• IRB training, AND Evidence Analysis Library tutorial and PubMed tutorial completion documents **due**
September 14	Discuss ideas for class project(s)
	• Module 2: Excel Sorting, Filtering and Conditional Formatting **due**
September 21	PowerPoint presentations and discussions of potential research ideas – teams of 2 or 3
September 28	PowerPoint presentations and discussions of potential research ideas – teams of 2 or 3
October 5	Discussion of research question or hypothesis and study design and methods for class project
	• Module 3: Data Organization in Spreadsheets **due**

October 12	Discussion of research question or hypothesis and study design and methods for class project
October 19	TBD
October 26	Group Presentation of Research Proposal - Please bring electronic or paper copies of similar studies to class.

- Review of literature
- Hypothesis and purpose
- Methods including sample size calculations
- Expected results

Module 4: Excel Formulas and Logic Statements **due**

November 2	Discussion of research question, study design, and methods for class project
	Discussion of myIRB

- How to navigate myIRB
- Completing online forms – input rough draft of project into myIRB
- Discuss ethics in research and how to write the informed consent

November 9	Working Class: IRB submission

- Complete first draft of the IRB submission by **November 14th** for Dr. Henken to review

Module 5: Word Tables and PowerPoint Figures **due**

November 16	In-class Review of First Draft of IRB Submission Packet

- Complete second draft of the IRB submission by **November 28th** for Dr. Henken to review

November 23	**Thanksgiving Holiday – no class**
November 30	In-class Review of Second Draft of IRB Submission Packet
	Submit proposal(s) to IRB for review
	Wrap up and discuss plans for beginning the study
	Upload into Canvas:

- Peer teamwork evaluations **due**
- Complete online course evaluations link found in Canvas course menu under GatorEvals.

Attendance/Participation rubric **due**

December 15 10:00 – 12:00	Final exam. No exam but we may use this time for a final review of IRB paperwork if we are behind in class.

GRADING RUBRICS:

Team of 2 or 3 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. Discuss your methods and outcomes. 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
Total	50

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.) and slides are presented in a logical order that allows for a good "story".	5
Total	25

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
Communication – communicates effectively and in a timely manner (0=not effective or timely, 10=very effective or timely)	10	
Attendance – 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	
Responsibility – 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	
Attitude – has maintained a positive attitude during the project (0=very poor attitude, 10=very positive attitude)	10	
Total	40	
Comments		

Attendance/Participation Rubric

Please use this rubric to score your attendance/participation in this course and <u>provide an explanation for the score you've determined</u>. The instructor will then use this information assign your final attendance and participation grade. *Adopted from Carnegie Mellon – Participation Rubric 11/19/14 https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf*

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
	0-1.6 points	**1.7-1.9 points**	**2.0-2.2 points**	**2.3-2.5 points**	**/2.5**
Attendance	3 or more unexcused absences	2 unexcused absences	1 unexcused absence	Attended all class sessions or received approval for all necessary absences	
	0-1.6 points	**1.7-1.9 points**	**2.0-2.2 points**	**2.3-2.5 points**	**/2.5**
Frequency	Student does not initiate contribution & needs instructor to solicit input.	Student initiates contribution at least in half of the class sessions	Student initiates contribution once in each recitation.	Student initiates contributions more than once in each class session.	
	0-1.6 points	**1.7-1.9 points**	**2.0-2.2 points**	**2.3-2.5 points**	**/2.5**
Quality	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	
	0-1.6 points	**1.7-1.9 points**	**2.0-2.2 points**	**2.3-2.5 points**	**/2.5**
Listening	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	
				TOTAL	**/10.0**

Explanation:

OTHER INFORMATION:

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.

In-class Recording by Students: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct 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, https://counseling.ufl.edu/. Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching.
- *U Matter We Care*, If you or someone you know is in distress, please contact us at 352-392-1575 or visit https://umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- *Career Resource Center*, First Floor JWRU, 392-1601, https://career.ufl.edu/
- *Student Complaints*: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- *Student Health Care Center*, Call 352-392-1161 for 24/7 information to help you find the care you need, or visit https://www.shcc.ufl.edu/.
- *University Police Department*, Visit https://www.police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*, For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; https://www.ufhealth.org/emergency-room-trauma-center.

- ***Field and Fork Food Pantry*** located behind the FSHN Bldg (520 Newell Dr) is available to assist members of the campus community who experience food insecurity.

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, https://disability.ufl.edu/