

Tentative Course Outline and Schedule for Spring 2024
HUN6835: Research Projects in Nutrition and Dietetics – part 2 (2 credits)
Thursdays, Periods 6 & 7 (12:50 p.m. to 2:45 p.m.)
Dietetics Lab

INSTRUCTOR:

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Office Hours: By appointment on Tuesdays 1:30 to 3:00 p.m. (email Dr. Henken to schedule). Other times available.

COURSE DESCRIPTION:

This is part two of a two-part course. This course will carry out the study, analyze the data and interpret and present the results of the study that was planned and approved by the University Institutional Review Board in the previous semester as part of FOS6915 Research Planning (i.e., part 1). Prerequisite: FOS6915 Research Planning (section for MSDI students).

COURSE OBJECTIVES: After completing this course, students will be able to.

1. Evaluate strengths, weaknesses, and potential bias of published studies by comparing the published work to the appropriate guidelines for reporting medical research findings.
2. Carry out a research project using appropriate research methods (i.e., consider appropriate reporting guidelines and IRB requirements), standard operating procedures and quality assurance checks.
3. Analyze and present data in appropriate format (tables, charts, graphs).
4. Communicate study results through an oral presentation.
5. Complete study closure activities (e.g., de-identify study documents, close out the study with the IRB, scan study documents, finalize regulatory binder)

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

- CRDN 1.4: Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.
 - Evaluation method: Grade on project presentation.
- CRDN 4.4: Apply current information technologies to develop, manage and disseminate nutrition information and data.
 - Evaluation method: Grade on their project presentation.

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. Additional resources are provided on e-Learning in Canvas: <http://elearning.ufl.edu>. E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail athelpdesk@ufl.edu.

STUDENT EVALUATION:

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

ASSIGNMENTS:

- **Article presentation by group of 2.** Search PubMed and select a relevant peer-reviewed article to present. The article should be related to your research topic, if possible. Otherwise pick another research article that is of interest to you. Based on the type of study design used in your article, evaluate the article using the appropriate reporting guidelines (see reporting guideline documents below). Email your article to the class 48 hours prior to presentation. Present the study hypothesis and methods. Briefly present the study results. Show

major tables or graphs from the paper instead of summarizing the findings in a bullet list. Evaluate strengths, weaknesses, and potential bias of the study based on the appropriate guidelines and checklist. Discuss what was done well and what was missing from the report. How might this have biased the findings? All students are expected to read each article prior to coming to class and help discuss the article.

Reporting guidelines (**Note:** you will likely need to be on the **UF VPN** to open some of the links below)

- CONSORT for randomized parallel trials: <https://www.bmj.com/content/bmj/340/bmj.c869.full.pdf>
 - CONSORT for randomized crossover trials: <https://www.bmj.com/content/bmj/366/bmj.l4378.full.pdf>
 - STROBE for observational studies: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6398292/pdf/SJA-13-31.pdf>
 - PRISMA for systematic reviews and meta-analyses: <https://www.bmj.com/content/bmj/372/bmj.n160.full.pdf>
 - SPIRIT for clinical trial protocols: <https://www.acpjournals.org/doi/pdf/10.7326/0003-4819-158-3-201302050-00583>
- **Written standard operating procedures (SOP's) for carrying out the study and quality assurance (QA) forms for checking procedures and data entry.** As a group, write step-by-step directions for recruiting participants, conducting the research, and “cleaning up” your data. For in-person trials, scripts for what to say to participants may also be prepared to maintain consistency among study investigators. Using these scripts, we will role play interactions with pretend participants. For online studies, include how to recruit participants, distribute questionnaires, and collect data (i.e., how to access Qualtrics and Nutrition Study email). Prepare QA checklists to use after a visit to confirm that data were entered correctly and that all required paperwork has been completed. For online studies the QA checklist should list how the data are cleaned up and what is done to make sure data were not sorted incorrectly, equations are correct, data entries are reasonable/logical.
 - **PowerPoint presentation of your study results.** As a group, put together a presentation of your study. Include an introduction, brief review of literature, study hypothesis or purpose, aims, methods, results (presented in appropriate format), summary, limitations, conclusions, practice points, and references.
 - **Peer teamwork evaluations.** At the mid-point and end of the semester you will evaluate your peers who are helping with your research project.
 - **Study closure activities.** At the conclusion of the study complete all activities related to closing an Institutional Review Board (IRB) approved study (i.e., de-identify and scan study documents, complete IRB study closure documents, and finalize the regulatory binder).
 - **Class attendance and participation.** Attendance is expected/required for all classes. You will score your attendance/participation using the included rubric. The instructor will then use that information to assign a final score.

GRADING:	<u>Points</u>
Article presentation	15
Written SOP's	10
QA protocol	5
PowerPoint presentation of your study results	30
Peer teamwork evaluations	
Mid-point evaluation	10
Final evaluation	10
Complete study closure procedures	10
Attendance and participation	10
Total	100

A = 100-94.0; A- = <94.0-90.0; B+ = <90.0-87.0; B = <87.0-84.0; B- <84.0-80.0; C+ = <80.0-77.0; C = <77.0-74.0; etc.

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/>

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, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Tentative Course Schedule

<u>DATE</u>	<u>TOPIC</u>	
January	11	Review course syllabus Complete a dry-run of the study from recruitment to completion of the ASA24. Discuss study standard operating procedures (SOP's) and quality assurance (QA). Discuss timeline for initiation of the study.
	18	Discuss the regulatory binder and deviation and adverse event (AE) tables Update study progress
	25	Update study progress and article presentation and discussion #1 SOP's due
	February	1
	8	Update study progress and article presentation and discussion #3
	15	Update study progress and article presentation and discussion #4
	22	Update study progress
	29	Update study progress Discuss data entry/coding/QA and statistical analyses Mid-point peer teamwork evaluations are due (please submit on Canvas).
March	7	Update study progress Discuss data entry/coding/QA and statistical analyses QA assignment due
	14	Spring break – no class
	21	Discuss data analyses, tables and figures
	28	Discuss data analyses, tables and figures Complete preliminary analysis on primary outcome Upload first draft of tables and figures to Dr. H 24 hours before class begins
April	4	Presentation of data tables and figures
	11	Presentation of first draft of PowerPoint with study results (i.e., seminar) Discuss study closure procedures Upload seminar slides to Dr. H 24 hours before class begins
	18	Presentation of second draft of PowerPoint with study results (i.e., seminar) Discuss study closure procedures Upload seminar slides to Dr. H 24 hours before class begins Seminar slides – upload a copy into Canvas Course/instructor evaluations (link to evaluations on Canvas) Final peer teamwork evaluations Attendance/Participation Rubric Study closure materials due
	Final Exam Period: May	3 rd at 10 a.m.

GRADING RUBRICS:

Article presentation: You will receive the full 15 points if

	Points
1. the article is emailed to class 2 days prior to presentation.	2
2. major findings of the article are presented using the graphs and tables from the paper.	3
3. evaluate strengths, weaknesses, and potential bias based on the appropriate reporting guidelines and checklist.	7
4. the appropriate reporting guidelines and checklist were used.	3

Study standard operating procedures (SOP's): You will receive the full 10 points if

	Points
1. Step-by-step directions comply with IRB approved documents	5
2. Steps are logical and cover all aspects of the study	5

Study QA procedures/checklist: You will receive the full 5 points if

	Points
1. QA forms capture all aspects of the study procedures where human error could be introduced.	5

PowerPoint presentation of your study: You will receive the full 30 points if the

	Points
1. data are presented in such a way that they specifically address/answer the specific aims/study questions.	5
2. data are presented in the appropriate format (line graph vs. bar graph vs. table).	5
3. tables and figures are formatted in the appropriate style required by the JAND	5
4. table titles and footnotes and figure legends are appropriate (e.g., define abbreviations, describe statistics) and easy to understand.	5
5. presentation includes an introduction, brief review of literature, study hypothesis or purpose, aims, methods, results, summary, limitations, conclusions, practice points, and references.	10

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, 2=very effective or timely)	2	
Attendance – has attended all planning and preparation meetings and has been on time (0=very poor attendance and always late, 2=great attendance and on time)	2	
Responsibility – has assumed equal responsibility for their share of the project (0=others have had to assume these responsibilities, 4=completed their share of the responsibilities)	4	
Attitude – has maintained a positive attitude during the project (0=very poor attitude, 2=very positive attitude)	2	
Total	10	
Comments		

Study closure activities: You will receive the full 10 points if

	Points
1. Study materials are de-identified and scanned.	3
2. IRB study closure documents are completed.	3
3. The regulatory binder and all study materials are organized and submitted to Dr. Henken.	4

Attendance/Participation Rubric

Please use this rubric to score your attendance/participation in this course and provide an explanation for the score you've determined. 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
Attendance	0-1.6 points 3 or more unexcused absences	1.7-1.9 points 2 unexcused absences	2.0-2.2 points 1 unexcused absence	2.3-2.5 points Attended all class sessions or received approval for all necessary absences	/2.5
	0-1.6 points Student does not initiate contribution & needs instructor to solicit input.	1.7-1.9 points Student initiates contribution at least in half of the class sessions	2.0-2.2 points Student initiates contribution once in each recitation.	2.3-2.5 points Student initiates contributions more than once in each class session.	/2.5
Quality	0-1.6 points 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.	1.7-1.9 points Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	2.0-2.2 points Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	2.3-2.5 points Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	/2.5
	0-1.6 points Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.	1.7-1.9 points Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	2.0-2.2 points Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks.	2.3-2.5 points 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.	/2.5
				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: [Student Honor Code and Student Conduct Code – Regulation and Policy Hub \(ufl.edu\)](#)

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/>