Tentative Course Outline and Schedule
FOS6915: Research Planning

Fall 2020 – Number 14832 (2 credits)
Thursdays, 8:30 AM to 10:25 AM (periods 2 & 3)
Zoom: https://ufl.zoom.us/j/92137959364?pwd=YVEreDBIZEJsRFZSaHBHMFRJazZaUT09
Meeting ID: 921 3795 9364 and Passcode: 853275

INSTRUCTOR:

Bobbi Langkamp-Henken, Ph.D., R.D.   FSHN Building, Room 309
Food Science and Human Nutrition Department   Cell: 352-642-3669
                                          Email: henken@ufl.edu

Office Hours: Tuesdays 1:30 to 3:00 p.m. (by appointment call (352-294-3734) or email (rvinyard@ufl.edu) Rachael in the Advising Office to schedule).

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 Apply evidence-based guidelines, systematic reviews and scientific literature
- CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice
- CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data
- CRDN 1.6 Incorporate critical thinking skills in overall practice
- CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics
- CRDN 2.8 Demonstrate negotiation skills
- CRDN 2.10 Demonstrate professional attributes in all areas of practice
- CRDN 2.11 Show cultural competency/sensitivity in interactions with clients, colleagues and staff
- CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data

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.

RECORDING CLASS SESSIONS:
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.

ASSIGNMENTS:

Individual Projects

- Complete the required reading and training for UF IRBs http://irb.ufl.edu/index/requiredtraining.html. Note: you must be on the UF VPN to access this link.
- Print out the training certificate and the confidentiality statement found at https://privacy.ufl.edu/uf-health-privacy/confidentiality-statement/.
- Complete the 4 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 http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/
- Excel and PowerPoint worksheets. These worksheets will be developed to complement your research project.

Group research proposals

- As a team of 2 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 bring paper or electronic copies of studies related to your question. We will need these to discuss methods and estimate sample size.
- As a team of 4 or 8 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/.

Add to portfolio

- HIPAA for Researcher Certificate and confidentiality statement
- EAL Tutorial Certificate
- Written summary of how you met the competencies throughout this course

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.

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/.

GRADING:

	Points
Online training and portfolio items	
• UF IRB training certificate and confidentiality statement (upload)	10
• EAL certificate (upload)	10
• PubMed tutorial (email Dr. H to say that you completed)	5
• Written summary of how you met the competencies (upload)	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: Excel Pivot Tables	5
• Module 6: PowerPoint Figures	5
Team of 2 presentations of research ideas (10 min. PowerPoint presentation)	50
Group research proposal (PowerPoint presentation)	25
Excel and PowerPoint worksheet	25
IRB paperwork submitted to myIRB	40
Peer teamwork evaluations	40
Attendance / participation	10
Total points	250

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
September 3	Review Course Syllabus and Canvas eLearning course site.
	Discuss how to establish a VPN connection for literature searches
	Begin working on IRB training (see Canvas assignments). Complete by **September 10th**. Upload a copy of training certificate and health information confidentiality statement on Canvas.
September 10	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 class 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**. http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/
September 17	Discuss ideas for class project(s)
	• Module 1: Basic Excel **due**
September 24	Discuss ideas for class project(s)
	• Module 2: Excel Sorting, Filtering and Conditional Formatting **due**
October 1	PowerPoint presentations and discussions of potential research ideas – teams of 2
October 8	PowerPoint presentations and discussions of potential research ideas – teams of 2
October 15	Discussion of research question or hypothesis and study design and methods for class project(s)
	• Module 3: Data Organization in Spreadsheets **due**

October 22	Group (teams of 4 or 8) Presentation of Research Proposal - Please bring electronic or paper copies of similar studies to class.	

October 22   Group (teams of 4 or 8) 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

October 29   Discussion of research question(s), study design, and methods for class project(s)
- Module 4: Excel Formulas and Logic Statements **due**

November 5   Discussion of research question(s), study design, and methods for class project(s)
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 12   Working Class: IRB submission
- Complete first draft of the IRB submission by **November 17th** for Dr. Henken to review
- Module 5: Excel Pivot Tables **due**

November 19   In-class Review of First Draft of IRB Submission Packet
- Complete second draft of the IRB submission by **December 1st** for Dr. Henken to review
- Module 6: PowerPoint Figures **due**
- Assign worksheet

November 26   **Thanksgiving Holiday – no class**

December 3   Submit proposal(s) to IRB for review
Wrap up and discuss plans for beginning the study
Upload into Canvas:
- Worksheet **due**
- Peer teamwork evaluations **due**
- Complete online course evaluations link found in Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/
- Written summary of how you met the competencies throughout this course **due**
- Attendance/Participation rubric **due**

December 15
7:30 – 9:30   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 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.).	5
Total	25

Worksheet Assignment: You will receive the full 25 points if

Criteria	Possible Pts
Excel Spreadsheet - protected The original data are protected on an Excel sheet or no changes have been made to these data.	1.0
Excel Spreadsheet - formulas Used formulas to calculate mean, SEM, percentages, etc.	3.0
Excel - metadata sheet A metadata sheet is included and complete.	1.0
Word - table format The format of the table follows the JAND requirements.	2.5
Word - table content The control group is on the left most column and data are logically presented.	2.5
PowerPoint - figure 1 format The format of the figure follows the JAND requirements.	2.0
PowerPoint - figure 1 content The figure type, content including SEM, and legend are appropriate.	3.0
PowerPoint - figure 2 format The format of the figure follows the JAND requirements.	2.0
PowerPoint - figure 2 content The figure type, content including SEM, and legend are appropriate.	3.0
PowerPoint - poster format The poster contains title, abstract, purpose or hypothesis, short introduction, methods, results, conclusions and references.	4.0
PowerPoint - poster appeal The poster is visually appealing and interesting!	1.0
Total Points:	25.0

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
Attendance	**0-1.6 points**	**1.7-1.9 points**	**2.0-2.2 points**	**2.3-2.5 points**	**/2.5**
	3 or more unexcused absences	2 unexcused absences	1 unexcused absence	Attended all class sessions or received approval for all necessary absences	
Frequency	**0-1.6 points**	**1.7-1.9 points**	**2.0-2.2 points**	**2.3-2.5 points**	**/2.5**
	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.	
Quality	**0-1.6 points**	**1.7-1.9 points**	**2.0-2.2 points**	**2.3-2.5 points**	**/2.5**
	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.	
Listening	**0-1.6 points**	**1.7-1.9 points**	**2.0-2.2 points**	**2.3-2.5 points**	**/2.5**
	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:

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		

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.

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/ 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 www.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, www.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 www.shcc.ufl.edu/.
- ***University Police Department***, Visit 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; 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/