

Course Outline and Schedule for Spring 2021
HUN6235: Research Projects in Nutrition and Dietetics – Part 2 (2 credits)
Thursdays, Periods 6 & 7 (12:50 p.m. to 2:45 p.m.)
FSHN Conference Room 209

INSTRUCTOR:

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Office Hours: By appointment on Zoom (email to schedule).

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 randomized, controlled trials based on the CONSORT guidelines and checklist.
2. Carry out a research project using appropriate research methods using standard operating procedures and the CONSORT guidelines for randomized, controlled clinical trials.
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 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.
- CRDN 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis.
- CRDN 4.4: Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
- CRDN 5.1: Conduct literature reviews and interpret and evaluate food, nutrition, and nutrition education research, consumer issues, and nutrition education materials and programs

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.

Required Reading:

Kendall JM. Designing a research project: randomised controlled trials and their principles. *Emerg Med J.* 2003;20(2):164-168.

Moher D, Hopewell S, Schulz KF, et al. CONSORT 2010 explanation and elaboration: updated guidelines for reporting parallel group randomised trials. *BMJ.* 2010;340:c869.

You will be responsible for selecting and presenting peer-reviewed research studies related to your research project. Presented articles must be read by the entire class prior to presentation so we can have lively discussion of the article.

Additional resources are provided on e-Learning in Canvas (<http://elearning.ufl.edu>) and Microsoft Teams
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.

ATTENDANCE 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/>

ASSIGNMENTS:

- **Article presentation.** Search PubMed and select a relevant peer-reviewed article to present. The article should be a randomized, controlled clinical trial related to your research topic, if possible, or another nutrition-related topic. 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 trial based on the 2010 CONSORT guidelines and checklist. Discuss what was done well and what was missing from the report. How might this have biased the authors' findings? All students are expected to read each article prior to coming to class and help discuss the article.
- **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. 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. Prepare QA checklists to use after a visit to confirm that data were entered correctly and that all required paperwork has been completed.
- **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 and QA forms	15
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/>

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	6	Review course syllabus Review submitted IRB paperwork Discuss study standard operating procedures (SOP's) and quality assurance (QA) Discuss timeline for initiation of Institutional Review Board (IRB)-approved study/studies
	13	Discuss the regulatory binder and deviation and adverse event (AE) tables Update study progress SOP's and QA form due Read assigned articles on randomized, controlled trials (RCT's) Begin study if IRB has approved study
	20	Update study progress/class workday
	27	Update study progress and RCT article presentation and discussion #1
February	3	Update study progress and RCT article presentation and discussion #2
	10	Update study progress and RCT article presentation and discussion #3
	17	Update study progress/class workday
	24	Update study progress/class workday
March	3	Update study progress/class workday Mid-point peer teamwork evaluations are due (Canvas).
	10	SPRING BREAK – NO CLASS
	17	Update study progress Discuss data entry/coding/QA and statistical analyses
	24	Discuss data analyses, tables and figures
	31	Discuss data analyses, tables and figures Complete preliminary analysis on primary outcome Upload first draft of tables and figures (Microsoft Teams) 24 hours before class begins
April	7	Presentation of data tables and figures
	14	Presentation of first draft of PowerPoint with study results (i.e., seminar) Discuss study closure procedures Upload seminar slides (Microsoft Teams) 24 hours before class begins
	21	READING DAY – NO CLASS Course/instructor evaluations (link to evaluations on Canvas) Final peer teamwork evaluations (Canvas) Attendance/Participation Rubric (Canvas) Study closure materials due (Canvas)
Final	29	PowerPoint presentation of the study with invited guests (see rubric)
Exam	10	Final PowerPoint presentation due (Canvas)
Period:	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. the article is a randomized, controlled clinical trial.	3
3. major findings of the article are presented using the graphs and tables from the paper.	3
4. evaluate strengths, weaknesses, and potential bias based on the 2010 CONSORT guidelines and checklist.	7

Study standard operating procedures (SOP's) and QA forms: You will receive the full 15 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
3. 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 Journal of Academy of Nutrition and Dietetics.	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 on Canvas.	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: <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 Connections Center**, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- **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.
- **Student Success Initiative** <http://studentsuccess.ufl.edu>
- **Student complaints**, Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Online Course: <http://www.distance.ufl.edu/student-complaint-process>
- **Technology help**, For help with technical issues call 352-392-4357.

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/>

COVID RESPONSE STATEMENT: If our class sessions need to be conducted virtually, 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.