

**Tentative Course Outline and Schedule for Spring 2020**  
**HUN 6936: Research Projects in Nutrition and Dietetics – part 2 (2 credits)**  
**Thursdays, Period 2 (8:30 to 10:25 a.m.)**  
**UST 0103**

**INSTRUCTOR:**

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Office Hours: Tuesdays 1:30 to 3:00 p.m. by appointment (call 352-294-3700 to schedule). 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 2: carrying out the study and analyzing, interpreting, and presenting the data. Group research projects planned during the prerequisite course will be carried out in this course. Prerequisite: FOS6915 Research Planning (section for MSDI students).

**COURSE OBJECTIVES:**

2. Carry out a research project using appropriate research methods.
3. Analyze and present data in appropriate format (tables, charts, graphs).
4. Use relevant databases for literature review to support and interpret research.
5. Communicate study results through an oral presentation.
6. 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.

Additional resources are provided on e-Learning in Canvas: <http://elearning.ufl.edu>.

**STUDENT EVALUATION:**

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

## ASSIGNMENTS:

- **Article presentation.** Search PubMed and select a relevant 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. Compare the report to the 2010 CONSORT guidelines and checklist and summarize your findings. 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 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 each visit to confirm that data were entered correctly and that all required paperwork has been completed.
- **PowerPoint presentation of 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, 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 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:

	<b>Points</b>
Article presentation	15
Written SOP's and QA forms	15
PowerPoint presentation of study results	30
Peer teamwork evaluations	
Mid-point evaluation	10
Final evaluation	10
Complete study closure procedures	10
Participation	10
<b>Total</b>	<b>100</b>

A = 100-94; A- = <94-90; B+ = <90-87; B = <87-84; B- <84-80; C+ = <80-77; C = <77-74; etc. Link to UF's grading policy: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

**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>

**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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

**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>.

## Tentative Course Schedule

<u>DATE</u>	<u>TOPIC</u>
January	9 Review course syllabus and worksheets from last semester. Update study progress <b>Read assigned articles on RCT's</b>
	16 Discuss study SOP's and QA forms Discuss the regulatory binder and deviation and AE tables Update study progress
	23 Update study progress and <b>RCT article presentation and discussion #1</b> <b>SOP's and QA forms due</b> <b>Begin study if IRB has approved study</b>
	30 Update study progress and <b>RCT article presentation and discussion #2</b>
February	6 Update study progress and <b>RCT article presentation and discussion #3</b>
	13 Update study progress and <b>RCT article presentation and discussion #4</b>
	20 Update study progress and <b>RCT article presentation and discussion #5</b>
	27 Update study progress and <b>RCT article presentation and discussion #6</b> <b>Mid-point peer teamwork evaluations are due (please submit on Canvas).</b>
March	5 <b>Spring Break</b>
	12 Update study progress and <b>RCT article presentation and discussion #7</b> Discuss data entry/coding and statistical analyses
	19 Update study progress and <b>RCT article presentation and discussion #8</b> Discuss data analyses, tables and figures
	26 Discuss data analyses, tables and figures <b>Complete preliminary analysis on primary outcome</b> <b>Upload first draft of tables and figures to Dr. H 24 hours before class begins</b>
April	2 Presentation of data tables and figures
	9 Presentation of first draft of PowerPoint with study results (i.e., seminar) <b>Upload seminar slides to Dr. H 24 hours before class begins</b>
	16 Presentation of second draft of PowerPoint with study results (i.e., seminar) <b>Upload seminar slides to Dr. H 24 hours before class begins</b>
Final Exam	29 PowerPoint presentation of the study with invited guests (see rubric) <b>Complete (upload onto Canvas)</b>
Period: 10 a.m. - noon	<ul style="list-style-type: none"> <li>• <b>Final PowerPoint presentation (due 24 hours prior to start of class)</b></li> <li>• <b>Course/instructor evaluations (link to evaluations on Canvas)</b></li> <li>• <b>Final peer teamwork evaluations</b></li> <li>• <b>Study closure procedures</b></li> <li>• <b>Attendance/Participation Rubric</b></li> </ul>

## **GRADING RUBRICS:**

**Article presentation:** You will receive the full 15 points if

	<b>Points</b>
1. the article is emailed to class (i.e., 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. strengths, weaknesses, and potential bias of the article are identified using the 2010 CONSORT guidelines and checklist.	7

**Study standard operating procedures (SOP's) and QA forms:** You will receive the full 25 points if

	<b>Points</b>
1. Step-by-step directions comply with IRB approved documents	10
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.	10

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

	<b>Points</b>
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 style required by 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:

<b>Peer being evaluated:</b> <b>by:</b> _____ (initials)	<b>Possible Points</b>	<b>Assigned Points</b>
<b>Communication</b> – communicates effectively and in a timely manner (0=not effective or timely, 2=very effective or timely)	2	
<b>Attendance</b> – 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	
<b>Responsibility</b> – 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	
<b>Attitude</b> – has maintained a positive attitude during the project (0=very poor attitude, 2=very positive attitude)	2	
<b>Total</b>	10	
<b>Comments</b>		

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

	<b>Points</b>
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
<b>Attendance</b>	<b>0-1.6 points</b> 3 or more unexcused absences	<b>1.7-1.9 points</b> 2 unexcused absences	<b>2.0-2.2 points</b> 1 unexcused absence	<b>2.3-2.5 points</b> Attended all class sessions or received approval for all necessary absences	<b>/2.5</b>
	<b>0-1.6 points</b> Student does not initiate contribution & needs instructor to solicit input.	<b>1.7-1.9 points</b> Student initiates contribution at least in half of the class sessions	<b>2.0-2.2 points</b> Student initiates contribution once in each recitation.	<b>2.3-2.5 points</b> Student initiates contributions more than once in each class session.	<b>/2.5</b>
<b>Quality</b>	<b>0-1.6 points</b> 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.	<b>1.7-1.9 points</b> Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	<b>2.0-2.2 points</b> Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	<b>2.3-2.5 points</b> Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	<b>/2.5</b>
	<b>0-1.6 points</b> Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.	<b>1.7-1.9 points</b> Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	<b>2.0-2.2 points</b> Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks.	<b>2.3-2.5 points</b> 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.	<b>/2.5</b>
				<b>TOTAL</b>	<b>/10.0</b>

**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/](http://www.counseling.ufl.edu/cwc/)* Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching. U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/) *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/)

**University of Florida Complaints Policy:** The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy. A student who is unsure as to the official responsible for handling his or her particular complaint may contact the Ombuds office or the Dean of Students Office. For complaints that are not satisfactorily resolved at the department level or which seem to be broader than one department, students are encouraged to submit those complaints to one of the following locations:

Ombuds: <http://www.ombuds.ufl.edu/>

31 Tigert Hall, 352-392-1308

The purpose of the Ombuds office is to assist students in resolving problems and conflicts that arise in the course of interacting with the University of Florida. By considering problems in an unbiased way, the Ombuds works to achieve a fair resolution and works to protect the rights of all parties involved.

Dean of Students Office: <http://www.dso.ufl.edu/>

202 Peabody Hall, 352-392-1261

The Dean of Students Office works with students, faculty, and families to address a broad range of complaints either through directly assisting the student involved to resolve the issue, working with the student to contact the appropriate personnel, or referring the student to resources or offices that can directly address the issue. Follow up is provided to the student until the situation is resolved. Additionally, the University of Florida regulations provide a procedure for filing a formal grievance in Regulation 4.012: <http://regulations.ufl.edu/regulations/uf-4-student-affairs/>

**U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.