

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6765: Research: Methods and Design
(3 credits)

Semester: Summer 2022

Date and Time: Tuesday (8:00 - 9:05 am) and Thursday (8:30-10:55 am)

Location: G 301

Delivery Format: Classroom (May 10-July 28) and online (August 2-August 5)

Instructor	Phone number	Email	Office hours
Chung-ju Liu, Ph.D., OTR/L (Section A)	352-273-6496	c.liu1@php.ufl.edu	12 -1 pm Thursday or APPT
Hongwu Wang, Ph.D. (Section B)	352-273-9934	hongwu.wang@php.ufl.edu	12 -1 pm Thursday or APPT

Graduate teaching assistant: Raghuvveer Chandrashekhar. rchandrashekhar@php.ufl.edu

Preferred Course Communications: email

Prerequisites

OTH 6763 Research I: Evidence Based Practice with a grade of C or higher

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to provide students with the skills necessary to conduct an independent research study in Occupational Therapy. Specifically, students will learn the steps required in the planning and developing of a research proposal, obtain practical experience in conducting a research study, and learn the skills needed to effectively report research information.

Relation to Program Outcomes

This course will prepare future scholar-practitioners through addressing the curriculum theme of: 1) critical thinking for practice and scholarship, and 2) professionalism. Students will learn to appraise the literature and draw implications to support or guide occupational therapy assessments and interventions. Students will learn the ethical conduct of research, research process, and leadership skills of organizing a journal club.

Course Objectives and/or Goals

Student Learning Objectives- Upon successful completion of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)
Rate the level of evidence, determine the strength of the research methodology, and evaluate the research validity.	B.6.1 Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge	Critical Thinking
Plan to conduct a rapid systematic review based on a selected clinical scenario to guide clinical process.	B. 6.1. Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions; design and implement a scholarly study.	Critical Thinking
Evaluate and interpret research findings presented in the literature.	B.6.2. Interpret quantitative and qualitative methods for data analysis	Critical Thinking
Develop a report of a rapid systematic review and share the review findings via public venues	B.6.3. Create scholarly reports that support skills of clinical practice.	Critical Thinking

Demonstrate sound knowledge of ethical conduct of research in human subjects	B.6.5. Ethical Policies and Procedures for Research.	Critical Thinking
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism

Instructional Methods

Instructional methods include: lecture, in-class discussion, and individual and group learning activities.

DESCRIPTION OF COURSE CONTENT

Topical Outline

Week	Topical Outline
Weeks 1-3	Students will advance their knowledge in research method/design and learn responsible conduct of research. Students will be oriented to how to lead a journal club. Students will start the process of conducting a rapid systematic review.
Weeks 4-9	Students will hone their skills in evaluating and interpreting quantitative and qualitative research through participating in a journal club and conducting the rapid systematic review.
Weeks 10-12	Students will complete a report of the completed rapid systematic review and prepare for dissemination.

Course Schedule and activities

The schedule is subject to change.

Week	Date	Topic(s)	Instructor	Readings
1	T (05-10)	Class overview and introduction of research	Dr. Liu	Chapters 2, 3
	R (05-12)	Scholarly project overview and responsible conduct of research - Assign project groups and starting on the proposal (Forming the PICO questions) - Complete responsible conduct of research training	Drs. Liu & Wang	Chapter 14
2	T (05-17)	Reading and understanding published and presented research. What is journal club?	Dr. Liu	Chapters 4, 5
	R (05-19)	- IRB mock review exercise (5% of grade) - Working on the search terms - Working on the rapid systematic review proposal	Drs. Liu & Wang	Chapter 31
3	T (05-24)	Research process - Quiz	Dr. Wang	Chapters 9, 10, 11
	R (05-26)	- Working on the rapid systematic review proposal	Drs. Liu & Wang	
4	T (05-31)	Research process	Dr. Wang	Chapters 12, 15
	R (06-02)	- Discussing the proposal feedback - Literature search, screening, and data extraction for the review project	Drs. Liu & Wang	
5	T (06-07)	Quantitative study design	Dr. Wang	Chapters 20, 21, 22
	R (06-09)	- Journal club 1 - Literature screening and data extraction for the review project	Drs. Liu & Wang	
6	T (06-14)	Quantitative study design - Quiz	Dr. Wang	Chapters 23, 24, 25

Week	Date	Topic(s)	Instructor	Readings
	R (06-16)	- Journal club 2 - Data extraction and starting synthesizing data for the review project.	Drs. Liu & Wang	
7	6-21 & 6-23	Summer break		
8	T (06-28)	Qualitative study design	Dr. Nicole Stetten	Chapters 16, 17
	R (06-30)	- Journal club 3 - Synthesizing data.	Drs. Liu & Wang	
9	T (07-05)	Survey design	Dr. Wang	TBA
	R (07-07)	- Journal club 4 - Synthesizing data completion and working on the final report.	Drs. Liu & Wang	
10	T (07-12)	Mixed method and other research designs - Quiz	Dr. Liu	Chapters 26, 27, 34
	R (07-14)	- Completing the final review report and planning on the PPT presentation.	Drs. Liu & Wang	
11	T (07-19)	Research and clinical practice	Dr. Liu	Chapters 6, 7, 35
	R (07-21)	- Working on the PPT presentation.	Drs. Liu & Wang	
12	T (07-26)	Final Exam	Drs. Liu & Wang	
	R (07-28)	- Finishing the PPT presentation preparation.	Drs. Liu & Wang	
13	T (08-02)	- Practice presentation of scholarly project	Drs. Liu & Wang	Chapter 32
	R (08-04) 11:15 am to 1:45 pm	- Presentation of scholarly project.	Drs. Liu & Wang	

Course Materials and Technology

Classes are posted on Canvas and are accessed via E-learning Support Website: <http://elearning.ufl.edu/>. Access to a tutorial that includes the May 2017 upgrade: <https://community.canvaslms.com/videos/1124-canvas-overview-students>

Laptops/Tablets: Laptops are allowed in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Topic instructors may further limit or prohibit the use of laptop during presentations.

Required Course Materials & Textbooks:

Taylor, R. R. (2017). *Kielhofner's Research in Occupational Therapy: Methods of inquiry for enhancing practice* (2nd ed.). F.A. Davis.

- Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>

Recommended Textbooks (Optional):

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Portney, L. G. (2020). *Foundations of clinical research: Applications to evidence-based practice* (5th ed.). F.A. Davis.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Requirement	ACOTE Standards	Due date	% of final grade
3 Open-book quizzes	B.6.1, B.6.2	5/23-5/25 6/13-6/15 7/11-7/13	9 (4% per quiz)
Final exam: Open book	B.6.1, B.6.2	7/26	20
Responsible conduct of research training in human subjects	B.6.5	5/16	3
IRB mock review practice (group assignment)	B.6.5	5/20	4
Journal club presentation and discussion (PPT and peer evaluation)	B.6.1, 6.2	6/10 6/17 7/1 7/8	(5 + 5)
Scholarly project report (group assignment) <ul style="list-style-type: none"> - PICO question - Search terms - Proposal of the rapid review - Data extraction form - Final report - Reflection and peer evaluation (Individual turn in) 	B.6.1, 6.2, 6.3	5/12 5/20 5/27 6/8 7/20 8/4	28 (1) (5) (5) (15) (2)
Scholarly project presentation (group assignment) <ul style="list-style-type: none"> - Presentation materials-PPT - Presentation performance 	B.6.3	8/1 8/4	10 (5) (5)
Weekly individual progress report		All semester	6
Professionalism		All semester	5
Participation		All semester	5
Total			100

Assignments Grading

OTD Program Standard Grading Scale: For more information concerning program grading policies see *OTD Student Manual*.

The table shows how the total grade percentage converts to the letter grade.

Total grade percentage	93-100	90-92.99	87-89.99	83-86.99	80-82.99	70-79.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C	D+	D	D-	E

The table shows how the letter grade translates into letter grade.

Letter Grade	A	A-	B+	B	B-	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Written exams will be given using Canvas. Students who need accommodations for in-class exams must contact the Disability Resource Center and make arrangements prior to the exam.

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam. Any work that is submitted late due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST contact the instructor within 24 hours of the technical difficulty if you wish to request a late submission without points deducted. See "Assignment Policies" below for more information about late assignments.

Pass Competency Requirements: Students must demonstrate competency (i.e., pass all elements in the competency requirements during hands-on activities and the competency exam) in order to pass the course.

Overview of Assignments:

Responsible conduct of research training in human subjects: Students will complete self-paced IRB training from CITI and IRB 803 from UF myTraining. Students will turn in a copy of training completion acknowledgement to the instructor.

Institution Review Board review practice: Students will do a mock IRB review for a research proposal and address whether the proposal is in compliance with IRB policies, and provide suggestions to improve the compliance.

Scholarly project report: Students will work in group of 4 to complete a rapid systematic review. The review will synthesize empirical evidence and draw clinical implications for a selected case scenario. Students will complete the project in a cumulative process throughout the semester. Each student will take on a leadership role (project lead, librarian plus reference manager, editor, and presenter) to complete the project collaboratively.

Scholarly project presentation: Students will share the rapid systematic review and findings to the interested stakeholders using a PPT presentation.

Journal Club: Students will form journal clubs according to their scholarly project. Students in each journal club will rotate and present a research article on an assigned research method or design (e.g., cross-sectional study) on the journal club dates (Please see the course schedule for these dates). The presented article must be pertinent to their scholarly project. The presenter will lead discussions to objectively criticize the article.

Weekly individual progress report: Each student will submit and share a brief progress report on the rapid review project after each Thursday's session. The report will cover the plans, tasks, problems, and progress.

Quizzes and Exam: The format of the written exam will include true/false, multiple-choice, and short answers. All material from reading, lectures, whether discussed in class or not, may appear on the exams.

Professionalism: Student professionalism will be observed throughout the course and monitored. The Professionalism Rubric will be reviewed on the first day of class. See Canvas for a copy of rubric. The Rubric will be used to guide the instructor in monitoring professionalism. Please also see the Professional Behavior section of this syllabus for more information on expectations for this course.

Student Grade Issues: If students have issues with a grade, they must submit their concerns in writing to the grading faculty member with documentation to support their position prior to meeting with that faculty member.

Policy Related to Required Class Attendance

Attendance Policies: Attendance to all exams and class activities **is mandatory**. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided. Students will lose half point of participation for every unexcused absence.

If possible, faculty should be informed of absences **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

- a) A student who must be absent must notify Dr. Liu or/and Dr. Wang (c.liu1@php.ufl.edu; hongwu.wang@ufl.edu) via email prior to the anticipated absence, if possible.
- b) See the "Policy Related to Make up Exams or Other Work" above related to missing exams.
- c) See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Assignment policies:

Assignment due dates are provided in the course outline in this syllabus. All assignments are **due no later than the beginning of class** on the date assigned unless otherwise instructed. Late assignments will be subject to a 10% reduction in grade for each day late, and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor. A zero grade will be given if the turn in date has passed the agreed due date. An incomplete grade will be given if an assignment is missing or never been turned in.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

Policy Related to Recording Class Lectures:

"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.”

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional Behavior is expected at all times, and can be defined as:

1. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
4. See the information on absences in “Attendance Policies” above and the Absence Policy in the *OTD Student Handbook* published on the OTD program website. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
5. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings and complete assigned preparatory activities as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
6. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
7. Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
8. Professional attire in lectures and labs when there are guests, in all clinics and site visits.
 - a) Clean long khaki or black pants that remain fitted when moving and bending.
 - b) Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
 - c) Clean, closed toe shoes with adequate base of support.

- d) Jewelry & make-up kepta minimum. No hats. No fragrances.
9. Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
10. All written assignments must be typed (12 pt., double-spaced), spell-checked, proofread for grammar mistakes before submission.
11. **Laptops/Tablets:** Laptops may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Topic instructors may further limit or prohibit the use of laptop used during presentations.

Communication Guidelines

Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. 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 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 additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either

cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as

protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
