

OCTH & RECTH 6110 Research II

FALL 2021

CLASS TIME AND LOCATION

Wednesdays, 1 - 4 pm, HPEB 322

INSTRUCTOR INFORMATION

Lorie Richards, PhD, OTR/L, FAHA, FAOTA (she, her)

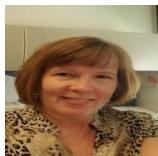
Chair and Associate Professor

(352) 317-1023

Lorie.Richards@hsc.utah.edu ↓

(https://utah.instructure.com/courses/800312/files/133650090/download?download_frd=1) |

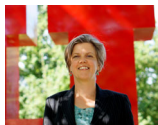
<https://health.utah.edu/occupational-recreational-therapies/>



[Occupational and Recreational Therapies](https://health.utah.edu/occupational-recreational-therapies/)

<https://health.utah.edu/occupational-recreational-therapies/>

by appointment; Virtual or in person (please specify your preference)



Alex Terrill, PhD (she/her)

Associate Professor

alex.terrill@hsc.utah.edu (<mailto:alex.terrill@hsc.utah.edu>)

[Occupational and Recreational Therapies](https://health.utah.edu/occupational-recreational-therapies/)

<https://health.utah.edu/occupational-recreational-therapies/>

by appointment; virtual or in person (please specify your preference)

TEACHING ASSISTANT INFORMATION

none

COURSE DESCRIPTION

This is the second of two courses required in the research sequence. Building on their knowledge and experiences from the first research course, students will further their knowledge of quantitative and qualitative research practice as well as apply principles in research labs. Students are required to develop a research proposal. In addition, students will gain experience analyzing quantitative and qualitative data. Learning will occur through class activities, lectures, and labs. Knowledge gained through this course may be used to implement beginning level research projects and to evaluate interventions.

PRE- OR CO-REQUISITES

OC TH or Rec TH 6000

REQUIRED MATERIAL

- Pajo, B. (2018). *Introduction to Research Methods. A Hands-on Approach*. Los Angeles: Sage.
- *Publication manual of the American Psychological Association - 7th Edition* (2020).

AND/OR you may access electronic resources for APA style such as the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/>

- Articles or chapters as assigned – available in Canvas online
- Articles that students obtain to complete their proposal assignments

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Locate, select, analyze, and evaluate scholarly literature to determine gaps in the knowledge base.

2. Demonstrate an understanding and use of quantitative and qualitative methods for data analysis to include a) basic descriptive, correlational, and inferential quantitative statistics, and b) Analysis and synthesis of qualitative data. (B.6.2)
3. understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology (B.6.1) to be able to develop a needed research question and select the right research design to answer your research question.
4. Demonstrate the skills necessary to design a scholarly proposal: the research question, relevant literature, sample, design, measurement, & data analysis (B.6.1)
5. Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development (B.6.4)
6. Demonstrate an understanding of the ethical policies and procedures for human-subject research, educational research, or research related to population health. (B.6.5)

TEACHING AND LEARNING METHODS

Learning methods will include lecture, discussion, individual learning activities, reading assignments, group work, independent research, and written assignments.

LEARNING ASSESSMENTS

Full Proposal: (105 points). Students will work as a group to use literature to support their proposal. Students will also write a methods section that supports the research question asked in the proposal. Each group will turn in **one** proposal. There will be an option before the due date of the full proposal to hand in a draft for feedback to help you refine the full proposal.

Grant Proposal Review: (25 points). It is likely that at some point in your career you will be writing a grant to fund something, whether that is research or a program or some equipment/supplies. Grants are a little bit different based on purpose, but are similar. You write to give the reviewers and funders what they want to hear in order to see the importance and impact of your project. Reviewing grants helps you be a better grant writer. Thus, each student will complete a critical review of a proposal.

Mock IRB Proposal Creation: (20 points). The purpose of this assignment is to have students practice filling out regulatory documentation required for human research. If you are going to do human research, you will always have to fill out one of these proposals and get approval before you can start your research. Each research group will create a mock IRB proposal submission based on a research study.

Mock IRB Review (10 points). The purpose of this assignment is to help you think critically about how to answer IRB questions when creating proposals. Completing a critique of proposals helps you do that.

Therefore, as a group, you'll be doing a review of another groups Mock IRB proposal.

Designing Studies Assignment (64 points). The purpose of this assignment is to give you practice and assess your thinking in designing different types of studies.

Statistics assignment (20 points). This assignment is for you to demonstrate your basic knowledge of statistics and how to compute some of them in Excel. Included are questions on selecting the right tool for the question. Most of this assignment will be completed in class.

Qualitative Data Analysis (20 points). This assignment is for you to practice coding qualitative data that you have collected. Most of this assignment will be completed in class.

Funding assignment (10 points). This assignment gives you practice looking at some sites that are for finding possible grants that might fit your study.

Quantitative and qualitative Data collection (10 points). This assignment is to give you practice in collecting some data - both quantitative and qualitative. We'll use the data in later sessions. This will be done in groups.

Some of the work this semester is in groups, it is critical that students contribute to the work of the groups. Therefore, for each group each group member will rate the other group members' participation. The ratings for a group member will be averaged. For those scoring in the usually/always category, their points for the class will be multiplied by 1. Those whose rating fell into the sometimes category, their points will be multiplied by .95. Those falling within the never/seldom category will have their points multiplied by .9.

GRADE SCHEME

The following grading standards will be used in this class. There are a total of 284 points for the class distributed as above.

Grade	Range	Points
A	100 % to 94%	267-284
A-	< 94 % to 91%	258-266
B+	< 91 % to 88%	250-257
B	< 88 % to 84%	239-249
B-	< 84% to 81%	230-238
C+	< 81 % to 78%	222-229
C	< 78 % to 74%	210-221
C-	< 74% to 71%	201-209
D	< 71 % to 68%	193-200

Grade	Range	Points
F	< 68% to 0%	< 193

COURSE POLICIES AND RESPONSIBILITIES

Originality of Work – To ensure originality of work, each student is expected to submit electronically assignments specified by the instructor to the website turnitin.com. In order to consider a student's assignment to be handed in "on time," the assignment must be turned in to the instructor on the due date, and an acceptable turnitin.com originality percentage must be earned by that same date.

Assignment punctuality: It is expected that assignments will be turned in on time unless we have communicated ahead of time and we've granted you an extension. Late assignments without prior-awarded extensions will be docked 10% of the grade for each day late. If you have a late assignment and Canvas won't let you upload it, email it to me. Note: I plan grading around due dates. Grading of late assignments might be delayed.

Format of assignments: All assignments that are file uploads must be turned in as Word assignments. I will not accept PDF files as it is very difficult to provide feedback on them. I will allow one excuse on this (meaning I ask you to re-upload a Word file if you'd submitted a PDF) without counting it as late. Thereafter, if you upload an incorrect file format, it will be considered late if it is past the deadline. I may not look to see what has been submitted until after the deadline, so this is your responsibility to upload the correct format.

UNIVERSITY POLICIES

COVID-19 Campus Guidelines

Important: Updated June 1, 2022 Instructional Guidelines

University leadership has urged all faculty, students, and staff to **model the vaccination, testing, and masking behaviors** we want to see in our campus community. These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing
- Quarantining after exposure

Vaccination

- **Get a COVID-19 vaccination and the booster shot recommended for pairing with your vaccine** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization, and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
- University of Utah students are required (as of August 27, 2021) to complete a cycle of COVID-19 vaccination and booster shot with an approved vaccine, or complete an exemption form. The university provides three convenient vaccination options:
 - Attend one of the regularly scheduled **vaccine events** [_\(https://www.cns-cares.org/covid19\)_](https://www.cns-cares.org/covid19) at the Student Union on campus.
 - Schedule an appointment with **Student Health** [_\(https://utah.medicatconnect.com/login.aspx\)_](https://utah.medicatconnect.com/login.aspx).
 - Visit **My Chart** [_\(http://mychart.med.utah.edu/\)_](http://mychart.med.utah.edu/), **Vaccine Information** [_\(https://alert.utah.edu/covid/vaccine/\)_](https://alert.utah.edu/covid/vaccine/), or **CDC Vaccine.gov** [_\(http://vaccines.gov/\)_](http://vaccines.gov/) to schedule your vaccination.

Masking

- While masks are not required outside of Health Sciences facilities, UTA buses, and campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
 - Check the **CDC website** [_\(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html\)_](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html) periodically for masking updates
 - With high transmission rates in Salt Lake County, the CDC recommends: “Everyone should wear a mask in public indoor settings.”
 - Treat masks like seasonal clothing (i.e.during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).
 - In cases of classroom exposure, masks should be worn for the quarantine period (see details below).

Testing

- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
 - Asymptomatic testing centers are open and convenient:
 - **Online scheduling** [_\(https://alert.utah.edu/covid/testing/\)_](https://alert.utah.edu/covid/testing/)
 - Saliva test (no nasal swabs)
 - Free to all students returning to campus (required for students in University housing)
 - Results often within 24 hours
 - Visit **Testing and Vaccine Information** [_\(https://alert.utah.edu/covid/\)_](https://alert.utah.edu/covid/) Campus Alert
- Remember: **Students must self-report if they test positive for COVID-19** via the **Campus Covid Response** [_\(https://coronavirus.utah.edu/\)_](https://coronavirus.utah.edu/) webpage.

Student Mental Health Resources

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, training, and other support.
- Consider participating in a **Mental Health First Aid** [_\(https://studentaffairs.utah.edu/mental-health-first-aid.php\)_](https://studentaffairs.utah.edu/mental-health-first-aid.php) or other **wellness-themed training** [_\(https://wellness.utah.edu/workshops-training/\)_](https://wellness.utah.edu/workshops-training/) provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants, and department colleagues.

Students are required to self-report if they test positive for COVID-19. To report, please contact:

COVID-19 Central @ The U

📞 801-213-2874

🌐 [coronavirus.utah.edu \(https://coronavirus.utah.edu/\)](https://coronavirus.utah.edu/)

Drop/Withdrawal Policies

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](https://registrar.utah.edu/academic-calendars/index.php) [_\(https://registrar.utah.edu/academic-calendars/index.php\)_](https://registrar.utah.edu/academic-calendars/index.php).

Plagiarism and Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used the ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

“...Includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](http://regulations.utah.edu/academics/6-400.php) [_\(http://regulations.utah.edu/academics/6-400.php\)_](http://regulations.utah.edu/academics/6-400.php).

Course Materials Copyright

The Content is made available only for your personal, noncommercial educational, and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](https://regulations.utah.edu/academics/6-400.php) [_\(https://regulations.utah.edu/academics/6-400.php\)_](https://regulations.utah.edu/academics/6-400.php), Section III.A.5 regarding the **use and distribution**

of class Content [_\(https://regulations.utah.edu/academics/6-400.php\)](https://regulations.utah.edu/academics/6-400.php) and materials. Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.


For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu (<http://safeu.utah.edu/>).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

 801-585-COPS (801-585-2677)

 dps.utah.edu (<https://dps.utah.edu/>)

 1735 E. S. Campus Dr.
Salt Lake City, UT 84112

Wellness at the U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah.


Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

 801-581-7776


 wellness.utah.edu (<http://wellness.utah.edu/>)

 2100 Eccles Student Life Center
1836 Student Life Way
Salt Lake City, UT 84112

Women's Resource Center

 801-581-8030

 womenscenter.utah.edu (<https://womenscenter.utah.edu/>)

 411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

📞 801-581-8365

🌐 oeo.utah.edu (<https://oeo.utah.edu>)

📍 135 Park Building
201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students

📞 801-581-7066

🌐 deanofstudents.utah.edu (<https://deanofstudents.utah.edu/>)

📍 270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

📞 801-585-COPS (801-585-2677)

🌐 dps.utah.edu (<https://dps.utah.edu/>)

📍 1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free**, **confidential**, and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

Center for Student Wellness

📞 801-581-7776

🌐 wellness.utah.edu (<http://wellness.utah.edu/>)

📍 328 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the **[Instruction & Evaluation regulations](http://regulations.utah.edu/academics/6-100.php)** **[_\(http://regulations.utah.edu/academics/6-100.php\)](http://regulations.utah.edu/academics/6-100.php)**.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

 801-581-5020

 **disability.utah.edu** **[_\(https://disability.utah.edu/\)](https://disability.utah.edu/)**

 162 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112

Diverse Student Support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

 801-581-7188

 **trio.utah.edu** **[_\(https://trio.utah.edu/\)](https://trio.utah.edu/)**

 Room 2075

1901 E. S. Campus Dr.
Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student-centered programs and tools to enhance academic success, cultural events

to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

📞 801-581-7019

🌐 diversity.utah.edu/centers/airc [\(https://diversity.utah.edu/centers/airc/\)](https://diversity.utah.edu/centers/airc/)

📍 Fort Douglas Building 622
1925 De Trobriand St.
Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black-centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

📞 801-213-1441

🌐 diversity.utah.edu/centers/bcc [\(https://diversity.utah.edu/centers/bcc/\)](https://diversity.utah.edu/centers/bcc/)

📍 Fort Douglas Building 603
95 Fort Douglas Blvd.
Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development, and services that enhance family resources as well as the availability, affordability, and quality of child care for University students, faculty, and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

📞 801-585-5897

🌐 childcare.utah.edu [\(https://childcare.utah.edu/\)](https://childcare.utah.edu/)

📍 408 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students With Disabilities


The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

 801-581-5020

 disability.utah.edu (<https://disability.utah.edu/>)

 162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students of Ethnic Descent


The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Its mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

 801-581-8151

 diversity.utah.edu/centers/cesa/ (<https://diversity.utah.edu/centers/cesa/>)

 235 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

 801-587-9122


 writingcenter.utah.edu (<http://writingcenter.utah.edu/>)

 2701 Marriott Library
295 S 1500 E
Salt Lake City, UT 84112

English for Academic Success (EAS) Program

 801-581-8047

 linguistics.utah.edu (<https://linguistics.utah.edu/>)

 2300 LNCO
255 S. Central Campus Dr.
Salt Lake City, UT 84112

English Language Institute

📞 801-581-4600

🌐 continue.utah.edu/eli (<http://continue.utah.edu/eli>)

📍 540 Arapeen Dr.
Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it and those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

📞 801-213-3697

🌐 dream.utah.edu (<http://dream.utah.edu>)

📍 1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

📞 801-587-7973

🌐 lgbt.utah.edu (<http://lgbt.utah.edu>)

📍 409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help

them receive the benefits they earned, and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

📞 801-587-7722

🌐 <http://lgbt.utah.edu/veteranscenter.utah.edu> <http://veteranscenter.utah.edu>

📍 418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

📞 801-581-8030

🌐 womenscenter.utah.edu <https://womenscenter.utah.edu/>

📍 411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

📞 801-581-4600

🌐 inclusive-excellence.utah.edu <https://inclusive-excellence.utah.edu/>
<http://continue.utah.edu/eli>

📍 170 Annex (Wing D)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

🌐 getinvolved.utah.edu/ (<https://getinvolved.utah.edu/>)

🌐 studentsuccess.utah.edu/resources/student-support
(<https://studentsuccess.utah.edu/resources/student-support/>)

CANVAS INFORMATION

Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com or through **CIS** (<https://cis.utah.edu>)
- For Canvas, Passwords, or any other computer-related technical support contact the **Campus Help Desk** (<https://it.utah.edu/help/>).
 - 801 581-4000
 - [http://it.utah.edu/help](https://it.utah.edu/help) (<https://it.utah.edu/help/>)
 - helpdesk@utah.edu (<mailto:helpdesk@utah.edu>)
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu (<mailto:classhelp@utah.edu>)
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COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Date	Class Content
Week 1	In person
8/24	Introduction/Overview of class

Research Questions

Assignments:

1. Read Pajo, ch 1, pg 4-19, ch 2 and  [A note on theory-2.docx](#)
- 2) Complete [Collecting quantitative and qualitative outcomes](#) part a in class and one of group turn it in by due date. May have time to start part b, but that will be due later.

In person

Collecting data and Quantitative Measurement of outcomes

Week 2

Assignments

8/31

- 1) Watch assigned videos
- 2) Review Taylor ch 21 & 22
- 3) Start the "Measuring outcomes" and complete the "Research questions and variables" assignments

In Person

Designs that look at relationships between and among variables

Week 3

Assignments

9/7

Pajo pg 91-99, 238-241, 245-249, ch 8

Week 4

No class - meet with Alex or Lorie with your group

9/14

Week 5 In person

9/21 **Research designs for Causative/Comparative and how to analyze**

Assignments:

Read pg. 100-114

Take a look at this rubric: [Rubric for selecting basic statistics \(3\).pdf](#)

Asynchronous

Research Ethics

Assignments

Week 6

Watch the video in the module

9/28

Read boxes on pages 37, 72, 18-22, 126, 143, 160, 193, 203, 224, 257, 267-268, 292, 317

Read the information on this page: <https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research> (<https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research>) and this <https://www.apa.org/monitor/jan03/principles> (<https://www.apa.org/monitor/jan03/principles>).

Week 7

10/6

In Person

Qualitative analyses

Assignments:

1) Watch the assigned video

2) Make sure you have 4 copies of the transcripts of your interviews from the [Collecting quantitative and qualitative outcomes](#) to work on for a class activity.

One group member hand in coded transcripts and themes summary/discussion by its due date: [Qualitative Data analysis](#)

Week 8

Fall Break!

10/12

Week 9

No class - (students on Fieldwork)

10/19

Assignments:

IRB proposal Creation

Week 10

NO CLASS - students on Fieldwork

10/26

Assignments

none

In person

Statistics continued

Week 11

Assignment:

11/2

Bring your computers to be able to do some analyses in class

Complete the **IRB proposal review** by its due date.

Week 12 **No class - meet with mentor in groups**

11/9

Assignments:

Designing studies assignment

Week 13

No class meeting - work on your paper with your groups

11/16

Assignments:

statistics assignment

In Person

Funding your research

Assignments

Watch the video(s) in the Canvas module

Week 14

Look at and read all the links on the left of this page:

11/23

<https://osp.utah.edu/grant-life-cycle/generate-idea/> ([Links to an external site.](#)) (<https://osp.utah.edu/grant-life-cycle/generate-idea/>)

Complete [Funding your research](#)

[Draft of of the proposal](#) due by its due date.

No class - meet with Lorie or Alex in your research groups ON ZOOM

Week 15

Assignment:

11/30

Complete the "Critical Proposal Review" assignment

No class - meet with mentor in groups about draft feedback - work on your final paper

Week 16













12/7

Hand in "Full proposal"

Hand in "peer participation ratings"

* Time in the course is allotted for you to work on your assigned tasks. However, it is likely that you will have to complete the tasks at times other than the designated class times for OC TH 6920.

Course Summary:

Date	Details	Due
Mon May 18, 2020	 <u>OC TH 6920-090 Summer 2020 Qualitative Research</u> https://utah.instructure.com/calendar?event_id=3096504&include_contexts=course_800312	10:30am to 12:30pm
Mon Aug 29, 2022	 <u>Collecting quantitative and qualitative outcomes</u> https://utah.instructure.com/courses/800312/assignments/10949215	due by 11:59pm
Sun Oct 16, 2022	 <u>Qualitative Data analysis</u> https://utah.instructure.com/courses/800312/assignments/11025282	due by 11:59pm
Sun Oct 23, 2022	 <u>IRB proposal creation</u> https://utah.instructure.com/courses/800312/assignments/10949219	due by 11:59pm
Sun Nov 6, 2022	 <u>IRB proposal review</u> https://utah.instructure.com/courses/800312/assignments/10949220	due by 11:59pm
Wed Nov 16, 2022	 <u>Designing studies</u> https://utah.instructure.com/courses/800312/assignments/11002019	due by 11:59pm
Sun Nov 20, 2022	 <u>Statistics</u> https://utah.instructure.com/courses/800312/assignments/10949225	due by 11:59pm
Wed Nov 23, 2022	 <u>Draft of of the proposal</u> https://utah.instructure.com/courses/800312/assignments/10949216	due by 11:59pm
Sun Dec 4, 2022	 <u>Critical Proposal Review</u> https://utah.instructure.com/courses/800312/assignments/10949214	due by 11:59pm
Sun Dec 4, 2022	 <u>Funding your research</u> https://utah.instructure.com/courses/800312/assignments/10949218	due by 11:59pm
Thu Dec 15, 2022	 <u>Full Proposal</u> https://utah.instructure.com/courses/800312/assignments/10949217	due by 11:59pm
Fri Dec 16, 2022	 <u>Peer Rating of Group Participation</u> https://utah.instructure.com/courses/800312/assignments/10949223	due by 11:59pm