



OCTH & RECTH 6110 Research II

FALL 2021

CLASS TIME AND LOCATION

Wednesdays, 9 am-12 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/886764/files/148434188/download?download_frd=1) |

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

Occupational and Recreational Therapies

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

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

TEACHING ASSISTANT INFORMATION

Mozghan Valipour, MS, OT

u1414902@utah.edu

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 knowledge gaps.
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.

Critical 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.

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 254 points for the class distributed as above. Typical math rules for rounding will be used.



Grade	Range	Points
A	100 % to 94%	239-254
A-	< 94 % to 91%	231-238
B+	< 91 % to 88%	224-230
B	< 88 % to 84%	213-223
B-	< 84% to 81%	206-212
C+	< 81 % to 78%	198-205
C	< 78 % to 74%	188-197
C-	< 74% to 71%	180 -187
D	< 71 % to 68%	173-179
F	< 68% to 0%	<173

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



CAMPUS COVID-19 RESOURCES

INFORMATION & PRECAUTIONS

We are a mask friendly campus

Masks are no longer required in indoor spaces on main campus. The general public will not be required to wear masks in public facilities—including the Utah Museum of Fine Arts, Natural History Museum of Utah, and Pioneer Theatre. It is important that our campus remain “mask-friendly.” Those who still wish to wear masks are encouraged to do so, especially those at high risk of severe illness from COVID-19.

Masks are now optional in most University of Utah Health facilities. Please read the policy [here](#).



**VACCINATION
INFORMATION**



**GUIDANCE FOR THE
CAMPUS
COMMUNITY**





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).

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).

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), Section III.A.5 regarding the **use and distribution of class Content (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 \(http://safeu.utah.edu\)](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 \(https://dps.utah.edu\)](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 \(http://wellness.utah.edu\)](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 \(https://womenscenter.utah.edu/\)](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 \(https://oeo.utah.edu/\)](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 \(https://deanofstudents.utah.edu/\)](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 \(https://dps.utah.edu\)](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 \(http://wellness.utah.edu\)](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).

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>)

📍 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>)

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

Students With Disabilities

The Center for Disability and Access 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 and Access

📞 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 \(https://linguistics.utah.edu/\)](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 \(http://continue.utah.edu/eli\)](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 \(http://dream.utah.edu/\)](http://dream.utah.edu)

📍 200 S. CENTRAL CAMPUS DRIVE

UNION, ROOM 80

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 \(http://lgbt.utah.edu/\)](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 \(http://veteranscenter.utah.edu/\)](http://lgbt.utah.edu/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>)

📍 200 S. CENTRAL CAMPUS DRIVE
UNION, ROOM 70
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) (<https://cis.utah.edu>)
- For Canvas, Passwords, or any other computer-related technical support contact the [Campus Help Desk](https://it.utah.edu/help) (<https://it.utah.edu/help>)-
 - 801 581-4000
 - <http://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>)
 -

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

8/23



Week Descriptive studies

2 **Assignments**

- 8/30 1) Read pg. 88-97, 139-154, 216- 238, and ch. 11 in Pajo
 2) Turn in your scores on the [Collecting quantitative and qualitative outcomes](#) quantitative assessments

Week Designs that look at relationships between and among variables

3 **Assignments**

- 9/6 Pajo pg 91-99, 238-241, 245-249, ch 8

Week More on relationship studies

- 4
 9/13 No readings or assignments

Week Research designs for Causative/Comparative and how to analyze

5 **Assignments:**

- 9/20 Read pg. 100-114
 Take a look at this rubric: [Rubric for selecting basic statistics \(3\).pdf](#)

Week More on comparisons

- 6
 9/27 No readings or assignments

Qualitative analyses

Week **Assignments:**

- 7 1) Watch the assigned video
 10/4 2) Pajo, ch. 12 and 3 files posted in CANVAS
 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 cla
 One group member hand in coded transcripts and themes summary/discussion by its due date: [Qualitative Data analysis](#)



Week

8 Fall Break!

10/11

Week

9

10/18 No class - (students on Fieldwork)

NO CLASS - students on Fieldwork

Week

10

Assignment:

10/25 **Qualitative Data analysis** assignment due by it's due date

Assessment tool development studies

Assignment:

Week 1) Read <https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-017-0604-6> (<https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-017-0604-6>) and <https://www.scalestatistics.com/psychometrics.html> (<https://www.scalestatistics.com/psychometrics.html>). (click on all the links in this first page) and <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5132390/#:~:text=Specifically%2C%20Rasch%20analysis%20allows%20researchers,difficulties%20across> (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5132390/#:~:text=Specifically%2C%20Rasch%20analysis%20allows%20researchers,difficulties%20across>)

2) Complete the **Designing studies** assignment by its due date.

Ethics in Research

Assignments:

Week 1) Watch the video

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

11/8 3) Read the information on this page: <https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research-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>)4) Complete the **Statistics** assignment

Week Work on your proposal in class, time to ask instructor questions

13

11/15

Funding your research

Week Assignments

14

Watch the video(s) in the Canvas module

11/22 Look at and read all the links on the left of this page: <https://osp.utah.edu/grant-life-cycle/generate-idea/> ([Links to an external site.](https://osp.utah.edu/grant-life-cycle/generate-idea/)) (<https://osp.utah.edu/grant-life-cycle/generate-idea/>)**Draft of of the proposal** due by its due date.



Week Work in class on your papers, ask instructor questions

15 **Assignment:**

11/29 Complete the [Funding your research](#) and the [Critical Proposal Review](#) assignments.

Week Work on your final papers in class

16

Hand in [Full Proposal](#)

12/6

Hand in [Peer Rating of Group Participation](#) (optional)

* 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	OC TH 6920-090 Summer 2020 Qualitative Research (https://utah.instructure.com/calendar?event_id=3517686&include_contexts=course_886764)	10:30am to 12:30pm
Wed Aug 30, 2023	Collecting quantitative and qualitative outcomes (https://utah.instructure.com/courses/886764/assignments/12527599)	due by 11:59pm
Wed Oct 25, 2023	Qualitative Data analysis (https://utah.instructure.com/courses/886764/assignments/12527607)	due by 11:59pm
Wed Nov 1, 2023	Designing studies (https://utah.instructure.com/courses/886764/assignments/12527600)	due by 11:59pm
Wed Nov 8, 2023	Statistics (https://utah.instructure.com/courses/886764/assignments/12527608)	due by 11:59pm
Wed Nov 22, 2023	Draft of of the proposal (https://utah.instructure.com/courses/886764/assignments/12527601)	due by 11:59pm
Wed Nov 29, 2023	Critical Proposal Review (https://utah.instructure.com/courses/886764/assignments/12527598)	due by 11:59pm
	Funding your research (https://utah.instructure.com/courses/886764/assignments/12527603)	due by 11:59pm
Tue Dec 12, 2023	Full Proposal (https://utah.instructure.com/courses/886764/assignments/12527602)	due by 11:59pm
Wed Dec 13, 2023	Peer Rating of Group Participation (https://utah.instructure.com/courses/886764/assignments/12527606)	due by 11:59pm