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MOCT 601-01 Graduate Research Project I

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**MOCT 601-01, 02, 03 Graduate Research Project I (2 credit hours)
Fall 2012**

Course Syllabus

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OFFICE HOURS:	Monday 7:30a-8:00a Wednesday 11:30a-1:00p by confirmed appointment	Mondays, 5:00p-6:00p Tuesdays, 4:30p-5:30p by confirmed appointment	Mondays, 11:30a-12:30p Wednesdays, 9:30a-10:30p by confirmed appointment
DAY/TIME:	Section 01 Monday 11:30-1:20pm	Section 02 Monday 3:00-4:50pm	Section 03 Monday 3:00-4:50pm
ROOM:	Cohen 107	Cohen 24	Cohen 186

COURSE DESCRIPTION:

Implementation of approved research proposal (developed in MOCT 501) with data gathering according to professional and ethical standards. Continuation of reflective process to identify strengths, limitations, insights gained, growth and development, and professional behavior. May collaborate with intra- or inter-disciplinary health discipline professionals and/or students to collect data. Students meet regularly with faculty tutor to review progress, and develop strategies for problem solving and resolution of any ethical dilemmas. Continues role of researcher.

ABBREVIATED PROGRAM MISSION STATEMENT:

The Mission of the Department of Occupational Therapy is to graduate competent, caring, and ethical occupational therapy practitioners committed to best practice, lifelong learning, and occupational justice.

ABBREVIATED PROGRAM PHILOSOPHY STATEMENT:

We believe:

- Humans are biopsychosocial beings who are transformed by participation in occupation.
- Meaningful occupations shape human beings and provide a bridge to health and wellness.
- Occupational therapists form a dynamic relationship with service participants to realize their occupational potential.
- Best practice in occupational therapy is client-centered, occupation-based, evidence-based, and grounded in sound ethical principles.

Furthermore, our student centered focus on learning is driven by our belief that students are self-directed, active learners who construct their own knowledge in authentic contexts.

The sequence of our curriculum is based upon a developmental model that builds knowledge and skills to form competent, caring & ethical practitioners.

RELATIONSHIP TO INSTITUTIONAL MISSION:

- ◆ Advances critical thinking and articulate expression
- ◆ Respects ethical issues and values
- ◆ Promotes pursuit of knowledge; gains intellectual skills for life in human community
- ◆ Supports creative scholarly activity
- ◆ Promotes dedication to lifelong learning and continuous acquisition of knowledge

RELATIONSHIP TO CURRICULUM DESIGN:

- ◆ Occurs as third course in series of four directly related to systematic inquiry process; students implement research plan developed previous semester, gather data and document the same; experience of actively performing research process will acclimate students to professional literature and promote future understanding and application of research upon which to make sound decisions
- ◆ Involves ethical ramifications associated with the research process and use of human subjects in research becomes lived experience for students
- ◆ Applies clinical reasoning as ethical and scientific reasoning-related knowledge, skills, and attitudes are developed
- ◆ Relates to the occupational therapy process: students gain experience in data gathering, although not necessarily directly related to client intervention, several aspects of this experience overlap with clinical data gathering (including, but not limited to, ethical ramifications; safety issues; respect human dignity; awareness of factors that could influence results attained; impact of context on process)
- ◆ Provides role of researcher as a lived experience for student
- ◆ Includes self-reflection regarding growth in professional skills and knowledge that continues to be key aspect of course

COURSE OBJECTIVES:

Upon successful completion of the course, the student will demonstrate competence in the following:

Course Objective	ACOTE Standard (2006)	Course Evaluation Method (#)	ACOTE Assessment Measure
1. Implement research plan while a. adhering to ethical standards b. creatively solving problems c. working collaboratively with intra- or inter- disciplinary health professionals including faculty tutor.	B. 1.1, 1.2, 1.3, 9.1	#1, #9	1, 8 (reflection on initiative);
2. Evaluate personal and group strengths, limitations, and goals re implementation & initial writing phases of research project via reflection.	B. 1.1, 1.2, 1.3, 9.1	#2, #10	1, 8 (reflection on contribution)
3. Collect and analyze data according to professional standards and procedures.	B. 1.1, 1.2, 1.3, 8.7	#3, #4	1, 2
4. Document data collected according to professional standards and procedures.	B. 1.1, 1.2, 1.3, 8.7	#8	1

5. Continue preparation of research project for poster presentation, paper presentation.	B. 1.1, 1.2, 1.3, 8.2, 8.3, 8.4, 8.5, 8.8	#5, #6, #7	1, 2, 5
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Key to ACOTE Assessment Measure: 1 Assignment; 2 Lab Test; 3 Objective Test; 4 Essay Test; 5 Project; 6 Presentation;
7 Demonstration; 8 Other - specify

REQUIRED READINGS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

DePoy, E., & Gitlin, L. N. (2011). *Introduction to research: Understanding and applying multiple strategies* (4th ed). St. Louis, MO: Elsevier Mosby.

Griffiths, Y. (n.d.). *Tips on professional posters*. [See BB posting as provided by AOTA Conference Coordinator.]

Hess, G., Tosney, K., & Liegel, L. (2011, July 18). *Creating effective poster presentations: An effective poster*. Retrieved 8-1-12 from <http://www.ncsu.edu/project/posters/NewSite/>

Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, 45(3), 214-222.

Kielhofner, G. (2006). *Research in occupational therapy: Methods of inquiry for enhancing practice*. Philadelphia, PA: FA Davis.

Rudolph, S. (2005, updated). *Preparing an effective poster*. Retrieved 8-1-12 from http://abacus.bates.edu/~ganderso/biology/resources/making_posters_2004.pdf

Xavier University Department of Occupational Therapy. (2011-2012). *Research manual*. Cincinnati, OH: Author.

COURSE POLICIES:

ACADEMIC HONESTY:

As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism and collusion will not be tolerated. At minimum, instances of plagiarism will result in a score of "0" on the assignment. As noted in the University catalogue, students found to be in violation of the Academic Honesty Policy may receive an "F" for the course and may be considered for expulsion from the University. Definitions of cheating, plagiarism, and collusion are as follows (*taken from Xavier University Department of Occupational Therapy Student Handbook for Students Entering Master of Occupational Therapy Program Class of 2013):

- A. "Cheating" includes, but is not limited to:
1. Use of unauthorized assistance in taking quizzes, tests, or examinations.
 2. Dependence on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments.
 3. The acquisition, without permission, of tests or other academic materials belonging to a member of the faculty or staff.

4. Fabrication or falsification of documentation or data.
 5. Deception for the purpose of academic gain.
- B. “Plagiarism” includes, but is not limited to:
1. The use, by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement on any course assignment.
 2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
 3. Active/intentional and/or unintentional/passive use of another’s material or thoughts.
- C. “Collusion” includes, but is not limited to:
1. Collaboration with another person or persons for the purpose of engaging in acts which constitute academic misconduct as defined above; or
 2. Conspiring with another person for the purpose of aiding, abetting or contributing in a secondary way to an act of academic misconduct committed by another person as defined above.
 3. A student allowing access to his/her independent work, which is then misused by the second student, will be guilty of collusion even if the work is used without the first person’s knowledge.

ACCOMODATIONS:

A student, who has a documented disability that requires accommodations in a classroom setting, must register with the Learning Assistance Center (LAC) before accommodations will be made. The first step of this process is to contact the Learning Assistance Center at (745-3280) on the Fifth floor of the Conaton Learning Commons, room 514, to coordinate reasonable accommodations. Documented and agreed-upon accommodations will be implemented only after a student meets with the professor and the professor signs the LAC form.

ATTENDANCE POLICY:

Attendance is mandatory for all class session and group meeting times with faculty tutor as specified in syllabus. Attendance will be noted and documented for review in final grade calculation. Promptness is expected, as late arrivals cause disruption to the instructor and to the group process. Early departures are also considered the equivalent of a late arrival. Three unexcused late arrivals will be treated as an unexcused absence. Five points will be deducted from the final grade for the second and any additional unexcused absence(s) incurred. If students miss a scheduled session, a doctor’s note or other documentation of emergency must be submitted to the instructor within five business days in order for the absence to be considered excused. Students missing a scheduled session are responsible to obtain any handout material or information presented from their peers. During class sessions allocated to meetings with faculty tutor, whether or not the meeting occurs, students are expected to continue to allocate this dedicated time to the research process.

BLACKBOARD:

The following items are/will be posted on Blackboard: Course syllabus; assignment grading criteria forms; some power point presentations; and some assignment grades.

ELECTRONIC MEDIA USAGE:

As a professional courtesy, all electronic devices should be turned off and stored out of sight during class. Electronic distractions and text messaging are not permitted during class. Exceptions maybe approved on a

case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have your cell phone turned on vibrate during a specific class. Use of laptops during lecture/lab is permitted for class related purposes only. Classroom activities may be recorded by a student for personal use by that student or for all students presently enrolled in the class with instructor's permission, but may not be further copied, distributed, published or used for any other purpose.

EMAIL ACCOUNTS:

All students are required to use the Xavier portal email account. It is the responsibility of the student to check this email on a daily basis for course and Department communications. The students are expected to CC all research group members including their clinical tutor when applicable.

ESSENTIAL FUNCTIONS:

To pass this course students must meet all expectations, with or without LAC generated and instructor approved accommodations, that might arise in this class as identified on the Department of Occupational Therapy Essential Functions document. Please see the Department of Occupational Therapy website for the most recent updates to this document.

GRADE DISCREPANCY POLICY:

Any student who feels the grade received from the class instructor is in error (but not due to difference of opinion) may request the grade be reconsidered within one week of receiving the assigned grade. To do so, a written statement of the specific area of discrepancy needs to be submitted to the course instructor. Such a statement needs to include documented and sound justification. Verbal requests for change of grade consideration will not be considered. It is understood that a closer look at a previously assigned grade will have the potential to change that grade in either direction (i.e. additional points may be deducted for issues not detected in 1st write). All discrepancies must be resolved no later than the last class day of the semester.

GRADE "ROUNDING UP" POLICY:

Grades for assignments and exams will be calculated out three decimal points and trimmed to two (e.g. 88.676 will become 88.67). Upon calculation of the final score, all grade percentages will be weighted as indicated and added together. At that time, and only at that time, grades will be rounded up to the nearest whole number (e.g. 92.56% will be rounded to 93%; 84.51 will be rounded to 85%). A grade lower than 0.5 of a percentage point will not be rounded up e.g. 92.49% will not be rounded up. In such a case the final percentage grade will be 92%.

ON-LINE SOCIAL NETWORKING:

On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic- protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another's site. Make every effort to present yourself as mature, responsible, and professional. For further details see the advisory opinion published by the American Occupational Therapy Association's Ethics Commission at: Estes, J. & Cheny, J. (2010). On-line social networking: Advisory opinion. In D. Slater (Ed.) *Reference Guide to Occupational Therapy Code of Ethics and Ethics Standards* (pp. 213-217). Bethesda, MD: AOTA Press.

PROFESSIONAL BEHAVIOR:

The professional behavior policy as outlined in the *Student Handbook for Students Entering Master of Occupational Therapy Program Class of 2013* (Xavier University Department of Occupational Therapy,

2012) will be followed. See handbook for details of the policy.

TIMELY SUBMISSION OF ASSIGNMENTS:

Assignments are due no later than the start of class on the due date. For all assignments not turned in when due, 5 points will be automatically deducted. An additional 3 points will be deducted for each week day until the assignment is turned in. If a student has an unexcused absence on the day an assignment is due, the students will have 48 hours to turn in the assignment before late turn-in points are deducted. Assignments not turned in within 7 calendar days of the due date will receive a grade of “0”.

GRADING SCALE:

A	B	C	D	F
93-100	85-92	77-84	76-69	68 and below

EVALUATION METHODS:

#1	02%	Timeline – Initial, Midterm, Final (ACOTE assessment measure #1)
#2	02%	Group Feedback (ACOTE assessment measure #1)
#3	10%	Qualitative Lab Check-Out (ACOTE assessment measure #6)
#4	10%	Quantitative Lab Check-Out (ACOTE assessment measure #6)
#5	16%	Evidence Table (ACOTE assessment measure #1)
#6	40%	First-Write of Final Paper (Sections I, II, III) (ACOTE assessment measure #5)
#7	05%	Poster Draft (ACOTE assessment measure #1)
#8	10%	Documentation of Data Collection/Analysis (ACOTE assessment measure #1)
#9	05%	Group Initiative (ACOTE assessment measure #8)

ASSIGNMENT DESCRIPTIONS:

#1 Timeline

Each student group will develop a timeline that specifies tasks to be completed, person(s) responsible, and due date. This Excel[®] spread sheet will be a working document that will be used to indicate progress; modifications prior to midterm grading should be indicated on the original document in red, modifications after midterm grading should be indicated on the original document in blue. Review of the document will occur at three points- initial, midterm and final. See grading criteria.

#2 Group Feedback

Each group member will identify at least two individual (self) and group strengths, and up to two concerns regarding individual (self) and group functioning (see reflection questions on grading sheet). Careful thought will be given to improvements, both individually and group-wise, that may be needed. Upon consensus the concerns will be rank-ordered and documented in writing. A plan agreeable to all will be developed for resolving the top group concern(s) identified. A midterm progress report and plan as well as a final summary report will follow. See grading criteria.

#3 Qualitative Lab Check-Out: HyperRESEARCH

Given a pre-existing data set, students will individually complete a lab check-out that requires qualitative data analysis. Instruction will be provided during lab. Check-out form will be due by lab end. See grading criteria.

#4 Quantitative Lab Check-Out: SPSS

Given a pre-existing data set, each student will individually complete a lab check-out form that requires

quantitative data analysis. Instruction will be provided during lab. Check-out form will be due by lab end. See grading criteria.

#5 Evidence Table

Each student will generate one evidence table (using similar template and format from MOCT 501) for one of the additional 5 per student peer-reviewed literature sources that will be incorporated into the literature review section of the final paper. The article may reflect either a qualitative or quantitative research study whichever aligns with the project in process and is part of the literature review. Each evidence table must be typed with all sections completed thoroughly, accurately, and succinctly. Additionally, each section of the table must be color-coded along with the accompanying article portions (table text in specified color; article highlighted or underlined in corresponding color). If not specified in the article, use of the corresponding color coding on the expected article page with a note to indicate the same will serve as a substitute (i.e., if there was no mention of sample size, state that on the article page it would have been expected to appear, highlight with the corresponding color assigned to that portion). Submit accompanying article. Limit to one-page. See grading criteria.

#6 First Write of Final Paper

Each student group will re-write the first three sections (Introduction, Literature Review, Methods/Procedures) of their final paper; this re-write will be considered the *first write of final paper*. To this write, each group will incorporate previous feedback on Proposal received from faculty and/or clinical tutor in MOCT 501. Additionally, each student will add and incorporate 5 peer-reviewed sources from the literature. The *first write of final paper* will be 10-12 pages in length. When turning in the paper, the “Criteria for Submission” checklist must accompany the submission. Faculty will grade the submission when all items are included (paper will be returned if checklist/items on the checklist are omitted and each 24-hour delay in re-submitting will count as a late day of paper submission). The grading guidelines for the “First Write of Final Paper – Grading Guidelines are located on page 46 of the *Research Manual* (Xavier University Department of Occupational Therapy, 2011-2012). Upon receiving the grade, a re-write incorporating all feedback will be required. Upon submission of this *Re-Write of First Write of Final Paper*, inclusion of all items indicated on the “Criteria for Submission” checklist will again allow faculty grading of paper (paper will be returned for omitted items and each 24-hour delay in re-submitting will count as a late day). Note: the final grade for the “first write” of the final paper will result from the combined score of the two grades with a weighting of 60% on the first write, and 40% weighting on the re-write. See grading criteria in Research Manual.

#7 Poster Draft

Each student group will create a project-specific poster template for use next semester during the specified lab session and turn it in at session end. See specific items on grading criteria for template specifications. Item inclusion will be documented via one-page print out and digital document. See grading criteria.

#8 Documentation of Data Collection/Analysis

Each student group will submit to the faculty tutor all raw data collected and coded for analysis. If appropriate, a “pilot” submission can be submitted for review and comment. Per approval of clinical tutor and faculty tutor, data analysis will be confirmed or plans for future indicated. See grading criteria.

#9 Student Initiative

At semester end, the primary faculty tutor will complete the “Evidence of Group Initiative, Preparatory, and Collaborative Work” form. This will indicate the degree to which the student group demonstrated initiative, preparedness, and collaboration throughout the semester in working with his/her faculty tutor. Note –

students are responsible for providing a copy of this form to their faculty tutor and ensuring that it is completed by the due date. See grading criteria.

Contribution to Research Project

Each research group will document each member's level of contribution to the written product to ensure that individual members of the group have contributed sufficiently to earn the group grade. Each group member who has contributed his or her fair share to the written product will receive a group grade for his or her work. In the unlikely event that a student does not contribute his or her fair share, his or her grade will consist of a reduction of points from the group grade according to a pre-defined scale. This system is designed to prevent a person who is a "social loafer" from receiving a grade for work that he or she did not do. See grading criteria.

FOR ALL ASSIGNMENTS:

Students should follow all verbal and written instructions in order to earn all potential points for each assignment as points will be deducted (per professor discretion) for failure to do so. Additionally, five points will be deducted from an assignment grade if the grading criteria form is not turned in with the assignment.

COURSE SCHEDULE:

Note: Schedule is tentative and subject to change per instructor discretion.

Date	Topic	Due
Aug 27	Class meets: <ul style="list-style-type: none"> • Review of syllabus • Review project status (as needed) • Coordinate non-class weekly group meeting times • Begin timeline & group feedback assignments 	
Sep 3	No Class (Labor Day)	
Sep 10	Class meets: <ul style="list-style-type: none"> • Review of assignments (Evidence Table; First Write of Final Paper; Poster Draft, etc.) 	Timeline (Initial) Group Feedback (Initial) due
Sep 17	Class (all sections) meet in computer lab 11:30-1:20; location TBA: <ul style="list-style-type: none"> • Qualitative data analysis 	Qualitative Lab Check-Out: HyerRESEARCH due
Sep 24	Meet with faculty tutor	
Oct 1	Class (all sections) meets in computer lab 5-7pm; location TBA: <ul style="list-style-type: none"> • Quantitative data analysis 	
Oct 8	Class (all sections) meets in computer lab 5-7pm; location TBA: <ul style="list-style-type: none"> • Quantitative data analysis 	Quantitative Lab Check-Out: SPSS due

Oct 15	Meet with faculty tutor	Timeline (Midterm) due Group Feedback (Midterm) due Evidence Table due
Oct 22	Meet with faculty tutor	First Write of Final Paper (w/ Criteria & Contribution forms included) due
Oct 29	Meet with faculty tutor (Note: due to the schedule for MOCT 605, sections 02 & 03 will meet at a different, mutually-agreed upon time this week)	
Nov 5	Meet with faculty tutor	
Nov 12	Meet with faculty tutor (Note: due to the schedule for MOCT 605, sections 02 & 03 will meet at a different, mutually-agreed upon time this week)	
Nov 19	Meet with faculty tutor	Re-write of First Write of Final Paper (w/ Criteria & Contribution forms included) due
Nov 26	Class meets 1 st in classroom then in computer lab (spend prior ≥ 30 min. on 3 Internet sites: AOTA for sample posters; Hess, Tosney, Liegel; Rudolph) <ul style="list-style-type: none"> • Poster presentation PP and poster lab 	Poster Lab Check-Out due
Dec 3	Class meets: <ul style="list-style-type: none"> • Meet with faculty tutor • Debrief data collection process • Preview/plans for next semester 	Timeline (Final) due Group Feedback (Final) due Group Initiative due
Dec 10	Meet with faculty tutor	



Graduate Research Project I Fall 2012 Grading Criteria

Timeline – Initial, Midterm, Final

Each student group will develop a timeline that specifies tasks to be completed, person(s) responsible, and due date. This Excel[®] spread sheet will be a working document that will be used to indicate progress; modifications prior to midterm grading should be indicated on the original document in red, modifications after midterm grading should be indicated on the original document in blue. Review of the document will occur at three points- initial, midterm and final. See grading criteria below.

Note: A grade of “0” for the assignment will be given in cases of original grading criteria form not turned in at each of the three turn-in points.

Group: _____

	Initial	Midterm	Final
1. All tasks are identified	/20		
2. Person(s) responsible are specified	/20		
3. Specific dates are given	/20		
4. Timeline is updated (tasks completed; revisions needed)		/33 $\frac{1}{3}$	/25
5. If behind, includes catch-up plan	/20	/33 $\frac{1}{3}$	/25
6. Timeline revised through end of January			/25
7. Timeline is initially in spreadsheet format; legible thereafter	/20	/33 $\frac{1}{3}$	/25
(100 points each grading period) Totals	/100	/100	/100
Date			

**Graduate Research Project I
Fall 2012
Grading Criteria**

Students:
Project:

Group Feedback

Student Name	2 Strengths (individual - self)	2 Strengths (group)	2 Suggestions (individual - self)	2 Suggestions (group) w/ priority ranked

Plan

Suggestion (goal)	Initial Plan	Midterm Progress (succinct paragraph)	Midterm Plan	Final Report (succinct paragraph)



Graduate Research Project I Fall 2012 Grading Criteria

Group Feedback

Each group member will identify at least two individual (self) and group strengths, and up to two concerns regarding individual (self) and group functioning (see reflection questions on grading sheet). Careful thought will be given to improvements, both individually and group-wise, that may be needed. Upon consensus the concerns will be rank-ordered and documented in writing. A plan agreeable to all will be developed for resolving the top group concern(s) identified. A midterm progress report and plan as well as a final summary report will follow. See grading criteria below.

Group: _____ Date: _____

Questions for reflection (no accompanying narrative is needed):

1. What is going well? 2. What needs to improve? 3. How might I/we improve?

- | | |
|---|------------|
| 1. At least two substantive individual strengths are identified by each member | _____ /12 |
| 2. At least two substantive group strengths are identified by each member | _____ /12 |
| 3. At least two substantive individual improvements needed are identified by each member | _____ /12 |
| 4. At least two substantive group improvements needed are identified by each member | _____ /12 |
| 5. Group concerns are ranked ordered upon consensus | _____ /6 |
| 6. A detailed, operationally defined, and feasible plan (initial) is developed to address prioritized group change that is needed | _____ /10 |
| 7. Midterm progress report is generated (succinct paragraph) | _____ /13 |
| 8. A detailed, operationally defined, and feasible plan (midterm) is developed to address prioritized group change needed | _____ /10 |
| 9. Final report is generated (succinct paragraph) | _____ 13 |
| Total | _____ /100 |

**Graduate Research Project I
Fall 2012
Grading Criteria**

Qualitative Lab Check-Out: HyperRESEARCH

Given a pre-existing data set, individually perform the following operations, print a hard copy of the output reports, and give the output report to faculty tutor for grading. Check-out form is due by lab end. See grading criteria below.

Name: _____

Date: _____

1. Open and save a data file _____/10
2. Enter code list _____/10
3. Import transcript(s) _____/10
4. Code transcripts such that a minimum of 5 codes are used to each code a minimum of 3 pieces of data _____/25
5. Produce and print a report of coded data _____/15
6. Convert report into Word document _____/15
7. Edit Word version of report into appropriate format & print _____/15

Total _____/100

**Graduate Research Project I
Fall 2012
Grading Criteria**

Quantitative Lab Check-Out: SPSS

Given a pre-existing data set, students will *individually* perform the following operations, print a hard copy of the output reports, and give the output report to faculty tutor for grading. Check-out form is due by lab end. See grading criteria below.

Name: _____

Date: _____

- | | | |
|-----|--|-----------|
| 1. | Input data | _____/3 |
| 2. | Edit data | _____/2 |
| 3. | Summarize descriptive stats into an output table | _____/5 |
| 4. | Produce a bar graph | _____/10 |
| 5. | Produce a pie chart | _____/10 |
| 6. | Produce a histogram | _____/10 |
| 7. | Present descriptive stats in table format using APA (6 th ed.) format. | _____/15 |
| 8. | Perform correlation analysis | _____/10 |
| 9. | Report results of #8 in a text sentence according to APA (6 th ed.) format | _____/10 |
| 10. | Perform a t-test | _____/10 |
| 11. | Report results of #10 in a text sentence according to APA (6 th ed.) format | _____/10 |
| | Total | _____/100 |

**Graduate Research Project I
Fall 2012
Grading Criteria**

Evidence Table

Each student will generate one evidence table (using similar template and format from MOCT 501) for one of the additional 5 per student peer-reviewed literature sources that will be incorporated into the literature review section of the final paper. Each evidence table must be typed with all sections completed thoroughly, accurately, and succinctly. Additionally, each section of the table must be color-coded along with the accompanying article portions (table text in specified color; article highlighted or underlined in corresponding color). In the event a portion is not specified in the article, use of the same color coding on the expected article page with a note to indicate the same will serve as a substitute. Submit accompanying article. See grading criteria below.

Student: _____ Date: _____

- | | |
|---|----------|
| 1. Author(s) and title are correct and color coded correctly | _____/1 |
| 2. Level of Evidence section is thorough, accurate, and succinct | _____/3 |
| 3. Study Design and Sample Size & Characteristics section is thorough, accurate, and succinct | _____/8 |
| 4. Internal Validity or Trustworthiness section is thorough, accurate, and succinct | _____/25 |
| 5. External Validity or Transferability section is thorough, accurate, and succinct | _____/14 |
| 6. Outcomes or Themes section is thorough, accurate, and succinct | _____/10 |
| 7. Practice Implications section is thorough, accurate, and succinct | _____/17 |
| 8. Appraisal of evidence paragraph is thorough, accurate, and succinct | _____/10 |
| 9. Table sections are color-coded correctly | _____/5 |
| 10. Article content is color-coded correctly | _____/5 |
| 11. Article is submitted | _____/2 |

Total for Evidence Table ____/100

**Graduate Research Project I
Fall 2012
Grading Criteria**

Evidence Table - Qualitative Design

I. Author(s)/Year (yellow)	
II. Title (light/bright green)	
III. Level of Evidence/Rationale for Level (black)	
IV. Study Design; Sample size & characteristics (teal/aqua blue)	
V. Trustworthiness (credibility, dependability, confirmability) (See Krefting, 1991) (pink)	How confident are you that the results are accurate? Justify your answer with specific examples
VI. Transferability (see Krefting, 1991) (red)	How well can you generalize this study's findings to a clinic population?
VII. Themes (dark green)	
VIII. Practice Implications (gray/pencil)	How useful is this study to clinical practice? What would you tell a patient about this evidence in order to help him/her decide whether or not to accept the treatment studied?

Appraisal of Evidence – describe the overall level of rigor. Do you need more information to make a sound decision? If so, what and why?



**Graduate Research Project I
Fall 2012
Grading Criteria**

Evidence Table - Quantitative Design

I. Author(s); Year (Yellow)	
II. Title (Light/bright green)	
III. Level of Evidence & Rationale for same (Black)	
IV. Study Design; Sample size & characteristics (Teal/Aqua/Blue)	
V. Internal Validity (Pink)	How confident are you that the results are accurate? Justify your answer with specific examples
VI. External Validity (Red)	How well can you generalize this study's findings to a clinic population?
VII. Outcomes (Dark green)	
VIII. Practice Implications (Grey)	How useful is this study to clinical practice? What would you tell a patient about this evidence in order to help him/her decide whether or not to accept the treatment studied?

Appraisal of Evidence – describe the overall level of rigor. Do you need more information to make a sound decision? If so, what and why?



Graduate Research Project I Fall 2012 Grading Criteria

Criteria for Submission

Upon submission of the *First Write of Final Paper* and the *Re-Write of First Write of Final Paper*, inclusion of all respective items on the checklist below will allow faculty grading of paper. Paper will be returned for omitted items and each 24-hour delay in re-submitting will count as a late day of paper submission.

Group: _____ Date: _____

For First Write of Final Paper:

1. Articles are placed alphabetically in a binder.
2. In each article, the material cited in your paper is clearly marked (specific info circled, highlight, and/or underlined) with the page number (of your paper) on which the material is cited.
3. Five additional peer-reviewed sources per group member have been incorporated into paper (total of 15 provided by each member).
4. Any non-peer reviewed sources have been approved by faculty tutor and do not count towards minimum number of sources.
5. Paper avoids secondary citations.
6. Paper is free of direct quotes (unless approved by faculty tutor).
7. Submission of assignment includes most recent proposal write plus writes of sections I-III with accompanying grading forms.

For Re-Write of First Write of Final Paper:

1. Previous items met.
2. Copy of the graded *First Write of Final Paper* and both grading criteria forms are included.
3. All feedback is incorporated (this item must be present to receive additional points).
4. Submission of assignment includes all previous paper writes.

**Graduate Research Project I
Fall 2012
Grading Criteria**

Poster Lab Check-Out

Each student group will create a project-specific poster template for use next semester. This will be created during the specified lab session and turned in at session end. See specific items below for template specifications. At the end of lab each group will submit a one-page print out and email the template to the instructor for grading. See grading criteria below.

Group: _____ Date: _____

Item	Points Awarded	Points Possible
1. Project title (appropriate font size; 12 words or less)		2
2. Authors and department affiliation		3
3. Logo(s) from institution(s) (must be appropriately sized for clear printing at 100%; obtain institutional logo(s) prior to this lab)		5
4. Section headings - minimum of 6 out of the following: <ul style="list-style-type: none"> • Abstract • Introduction • Purpose/question • Sample • Methods & Instruments • Results • Clinical Implications • Conclusion • Acknowledgements • References Note: All section and header borders must line up when poster is viewed at 200% size		30
5. Section content – minimum of 3 out of the following: <ul style="list-style-type: none"> • Abstract • Introduction • Purpose/question • Sample • Methods & Instruments • Results • Clinical Implications • Conclusion • Acknowledgements • References 		15
6. Three or more colors using Xavier’s approved color palettes		15
7. Places for two or more tables, graphs, and/or pictures		10
8. Legible at distance of 4’ - 5’		5
9. Attractive appearance		15
Total		100

Graduate Research Project I Fall 2012 Grading Criteria

Documentation of Data Collection/Analysis

Each student group will submit to the faculty tutor all raw data collected and coded for analysis. If appropriate, a “pilot” submission can be submitted for review and comment. Per approval of clinical tutor and faculty tutor, data analysis will be confirmed or plans for future indicated. See grading criteria below.

Group: _____

Date: _____

- | | | |
|----|---|------------|
| 1. | Data collected appropriately | _____ /10 |
| 2. | Data collected per plan | _____ /10 |
| 3. | Data appear complete | _____ /10 |
| 4. | Quantitative data are entered into appropriate spreadsheet with correct codes; qualitative data are fully transcribed | _____ /50 |
| 5. | Data analysis is confirmed or written plan is appropriate (per approval of clinical tutor and faculty tutor) | _____ /20 |
| | Total | _____ /100 |

**Graduate Research Project I
Fall 2012
Grading Criteria**

Group Initiative

Students' names: _____

Title of study: _____

Marked by: _____

Date: _____

This part of the grade should be determined by the amount of initiative the faculty perceives the students have put into the semester's work. See grading criteria below.

_____/25 Students met with faculty tutor on a regular basis; frequency and timing of meetings were pre-determined to best meet groups' needs; all relevant stakeholders were included in meetings. Non-meeting times were spent dedicated to the research process.

_____/25 Students exhibited evidence of adequate preparation prior to discussion with the tutor.

_____/25 Students proceeded without being overly dependent on faculty tutor while at the same time maintaining an appropriate level of involvement with the faculty tutor.

_____/25 Students consistently and effectively incorporated all feedback.

_____/100

Graduate Research Project I Fall 2012 Grading Criteria

Contribution to Research Project

Each research group will document each member's level of contribution to the written product to ensure that individual members of the group have contributed sufficiently to earn the group grade. Each group member who has contributed his or her fair share to the written product will receive a group grade for his or her work. In the unlikely event that a student does not contribute his or her fair share, his or her grade will consist of a reduction of points from the group grade according to a pre-defined scale. This system is designed to prevent a person who is a "social loafer" from receiving a grade for work that he or she did not do.

Scale:

For groups of 4, each member's fair share is 25%

- Contribution of 19%-24% = 10* point reduction from project grade
- Contribution of 18%-13% = 20** point reduction from project grade
- Contribution of 12.5%*** or less = project grade of "0"

Example: a student whose fair share is rated at 21% will have 10 points deducted from group grade

For groups of 3, each member's fair share is 33.3%

- Contribution of 25%-32% = 10* point reduction from project grade
- Contribution of 24%-17% = 20** point reduction from project grade
- Contribution of 16.5%*** or less = project grade of "0"

Example: a student whose fair share is rated at 19% will receive a 20-point reduction from group grade

For groups of 2, each member's fair share is 50%

- Contribution of 38%-49% = 10* point reduction from project grade
- Contribution of 37%-26% = 20** point reduction from project grade
- Contribution of 25%*** or less = project grade of "0"

Example: a student whose fair share is rated at 25% will receive a "0" for the assignment grade

*Range represents approximately 75%-97% of "fair share" percentage

**Range represents approximately 72%-52% of "fair share" percentage

***Number represents 50% of "fair share" percentage

Group Member	Initials	% of Contribution	Sections for which individual contributed to the writing