

2016

# MOCT 601-03 Graduate Research Project I

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**MOCT 601-01, 02, 03 Graduate Research Project I (2 credit hours)  
Fall 2016**

*Course Syllabus*

|                              |   |   |   |   |
|------------------------------|---|---|---|---|
| <b>SECTION &amp; FACULTY</b> | 01<br>Joanne Estes,<br>PhD, OTR/L                                   | 02<br>Carol Scheerer,<br>EdD, OTR/L                               | 03<br>Claire Morress,<br>PhD, OTR/L             | 04<br>Leah Dunn,<br>EdD, OTR/L  |
| <b>DAY/TIME</b>              | Thursday<br>4:00pm-5:50pm   | Thursday<br>4:00pm-5:50pm   | Thursday<br>4:00pm-5:50pm                       | Thursday<br>4:00pm-5:50pm   |
| <b>ROOM</b>                  | Cohen 24  | Cohen 41  | Cohen 42  | Cohen 107   |
| <b>OFFICE</b>                | Cohen 29A   | Cohen 41  | Cohen 29B                                       | Cohen 23  |
| <b>PHONE</b>                 | 513-745-3018  | 513-745-3310  | 513-745-3266                                    | 513-745-3154  |
| <b>EMAIL</b>                 | estesj@xavier.edu   | scheerer@xavier.edu   | morress@xavier.edu                              | dunnl3@xavier.edu   |
| <b>OFFICE HOURS</b>          | By confirmed<br>appointment<br>Thu 10:00-11:00am<br>Thu 2:30-3:30pm | By confirmed<br>appointment<br>Mon 2:00-3:00pm<br>Thu 3:00-4:00pm | By confirmed<br>appointment<br>Thu 11:30-1:30pm | By confirmed<br>appointment<br>Mon 10:00-11:30am<br>Fri 10:00-11:30am |

**COURSE DESCRIPTION:**

Implementation of approved research proposal (developed in MOCT 501) with data gathering according to professional and ethical standards. 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 (2011) | Course Evaluation Method (#) | ACOTE Assessment Measure                 |
|---|-----------------------|------------------------------|--|
| 1. Implement research plan while<br>a. adhering to ethical standards<br>b. creatively solving problems<br>c. working collaboratively with intra- or inter- disciplinary health professionals including faculty tutor<br>d. documenting process via <i>Regulatory Binder</i> | B.9.1                 | #1, #8                       | 8 (regulatory binder; group initiative); |
| 2. Collect and analyze data according to professional standards and procedures.   | B.8.4                 | #2, #3                       | 2  |
| 3. Document data collected according to professional standards and procedures.  | B.8.6                 | #7                           | 8 (data collection)                      |
| 4. Begin process of research dissemination (i.e., creation of poster draft and first write of final paper).   | B.8.8                 | #5, #6                       | 1, 5                                     |
| 5. Critique existing research studies for research project applicability.   | B.8.2, B.8.5          | #4                           | 1  |

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* (6<sup>th</sup> ed.). Washington, DC: Author.

- DePoy, E., & Gitlin, L. N. (2011 or 2016). *Introduction to research: Understanding and applying multiple strategies* (4<sup>th</sup> ed. or 5<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.
- Hess, G., Tosney, K., & Liegel, L. (2011, July 18). *Creating effective poster presentations: An effective poster*. Retrieved 7-18-16 from <http://www.ncsu.edu/project/posters>
- Jackson, S. (2016). *Research methods and statistics* (5<sup>th</sup> ed.). Boston, MA: Cengage Learning.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, 45(3), 214-222.
- Rudolph, S. (2005, updated). *Preparing an effective poster*. Retrieved 7-18-16 from [http://abacus.bates.edu/~ganderso/biology/resources/making\\_posters\\_2004.pdf](http://abacus.bates.edu/~ganderso/biology/resources/making_posters_2004.pdf)
- Xavier University Department of Occupational Therapy. (2016-2017). *Research manual*. Cincinnati, OH: Author.

### **RECOMMENDED READINGS:**

- Goodson, P. (2013). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. Los Angeles, CA: Sage.
- Hammell, K. W., Carpenter, C., & Dyck, I. (Eds.). (2000). *Using qualitative research: A practical introduction for occupational and physical therapists*. London: Churchill Livingstone.
- Kielhofner, G. (2006). *Research in occupational therapy: Methods of inquiry for enhancing practice*. Philadelphia, PA: FA Davis.
- Portney, L. G., & Watkins, M. P. (2009). *Foundations of clinical research: Applications to practice* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Whitney, R. V., & Davis, C. A. (2013). *A writer's toolkit for occupational therapy and health care professionals: An insider's guide to writing, communicating, and getting published*. Bethesda, MD: AOTA Press.

### **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 XU OT Student Handbook Spring 2015):

- 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. *See Commission on Standards and Ethics of the American Occupational Therapy Association Advisory Opinion on Plagiarism* (American Occupational Therapy Association, 2000) for further definitions. See also AOTA’s Advisory Opinion for the Ethics Commission on Avoiding Plagiarism in the Electronic Age (Moodey, 2011).
4. Self-plagiarism: “. . . occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from all professors involved. . . Self-plagiarism also applies to submitting the same piece of work for assignments in different classes without previous permission from both professors.” (Retrieved from <http://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml>)

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:

It is our goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) as soon as possible as accommodations are not retroactive.

### ATTENDANCE POLICY:

Attendance is recorded and affects final grade calculation as follows:

Students are expected to attend all class sessions and scheduled meetings (both during and outside of scheduled class time) with faculty and clinical tutors; scheduled meetings may be cancelled upon group recommendation and faculty tutor approval (per individual faculty tutor policy).

- ◆ Two late arrivals or early departures (including all meetings with faculty and clinical tutors) equal one unexcused absence.

- A tardy or late arrival occurs when a student enters the classroom or meeting after the session has started. Early departure occurs when a student leaves the classroom or meeting session prior to the agreed-upon ending time.
- Note: in RARE circumstances, a tardy may be excused and this determination will be made according to the professor's discretion. TARDINESS DUE TO PRINTING AN ASSIGNMENT OR CLASS HANDOUT IS CONSIDERED TO BE UNEXCUSED.
- ◆ For the second and each subsequent unexcused absence, 4% points are deducted from the final course grade.
- ◆ Determination of whether an absence is excused or unexcused is up to the professor's discretion. In general, an excused absence is an absence due to an unavoidable emergency, serious illness, or funeral of an immediate family member. Unexcused absences include but are not limited to absences due to vacation or travel, working at a job, doctor's appointments (except in case of extreme illness), or other non-emergency type events.
- ◆ For all absences (i.e. excused and unexcused), students must complete the "Student Absence from Class" form within 7 calendar days following the absence or an otherwise excused absence will convert to an unexcused one. Accompanying documentation is required to convert an unexcused absence to an excused absence and must be submitted within one week of the absence or the absence will remain unexcused.
- ◆ Students are responsible for obtaining from classmates class materials and information missed due to tardiness or absence.
- ◆ 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.

### **CANVAS:**

Selected course materials and resources (such as syllabus, assignment grading criteria and some PowerPoints) will be posted to Canvas. Students are expected to check Canvas daily for updates and announcements.

### **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 may be 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 educational 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.

### **E-MAIL ACCOUNTS:**

Students are required to use their Xavier e-mail accounts for communication with the professor. It is the responsibility of the student to check this e-mail on a daily basis for course and Department communications. The course instructor will normally answer all emails received during business hours within 24-36 hours of receipt. E-mails received during evening hours, or after 4:00 PM on Friday will normally be answered latest by the end of the next or following business day. Note, if a student emails a question such that the professor would like all students to receive the answer, the originating student may be asked to re-send the question and cc to all classmates so that the professor may "reply to all." Alternatively, the instructor may take the liberty to forward the question to all.

### **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 may request the grade be reconsidered within one week of receiving the assigned grade. Discrepancies due to difference of opinion will not be considered. To request reconsideration of a grade, students may be asked to submit a written statement to the instructor documenting the specific area of discrepancy. Include in the statement documentation from textbook/class notes along with sound and objective justification. In looking more closely at a previously assigned grade, the instructor reserves the right to change the grade in either direction (i.e., additional points may be deducted for issues not detected in the first grading or points may be returned if an error was made). Requests for a reconsideration of a grade 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%. Please be advised that Canvas rounds up final grades without trimming, therefore, your final grade as indicated in Canvas may be slightly inflated, out of compliance with this policy, and, does not stand as the final authority. Instead, in all instances, the above-described policy holds (trimming prior to rounding the final grade).

### **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 2017* (Xavier University Department of Occupational Therapy, Spring 2016) 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 (or an alternative time designated by the course schedule or instructor). For all assignments not turned in when due, 8 % points will be automatically deducted. An additional 5 % points will be deducted for each week day until the assignment is turned in. If a student has an excused 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”.

**WRITING EXPECTATIONS:**

It is recognized and understood writing for this class will be a group effort and must represent 100% of students' own work. The only sanctioned external assistance for assignments is that offered by Xavier University's Writing Center. Asking others (e.g., parents, classmates, friends, etc.) to proofread, edit, or otherwise suggest or make any changes to students' written work is considered Academic Dishonesty.

Additionally, creating numerous drafts before turning in assignments is an expected part of the writing process. It is understood that revisions to one section of the document typically result in a "snowball" effect requiring further revisions elsewhere. Thus, each submission may result in different faculty feedback and differently assigned points, such that points may be deducted for issues not previously detected. Furthermore, each draft should demonstrate an increase in the overall quality of the writing and content of the paper. Therefore, even if students make all the perceived faculty suggested changes to the document, if it does not result in an overall increase in quality, the paper may receive a lower grade than the previous draft. In other words, all written papers will be considered uniquely and discretely upon each grading so that faculty feedback is most helpful to the end product, the goal of which is a well-written final paper. In the case of concerns about the writing process, in addition to recommending assistance from Xavier University's Writing Center, your faculty tutor may recommend one or both of the two writing books listed in the recommended reading section.

**GRADING SCALE:**

| A      | B     | C     | F            |
|--------|-------|-------|--------------|
| 93-100 | 85-92 | 77-84 | 76 and below |

**EVALUATION METHODS:**

|    |     |  |
|----|-----|--|
| #1 | P/F | Reviews of Regulatory Binder (ACOTE assessment measure #8)                     |
| #2 | 15% | Qualitative Check-Out (ACOTE assessment measure #2)                            |
| #3 | 15% | Quantitative Check-Out (ACOTE assessment measure #2)                           |
| #4 | 10% | Literature Landscape Matrix (ACOTE assessment measure #1)                      |
| #5 | 40% | First-Write of Final Paper (Sections I, II, III) (ACOTE assessment measure #5) |
| #6 | 10% | Poster Draft (ACOTE assessment measure #1)                                     |
| #7 | 05% | Documentation of Data Collection/Analysis (ACOTE assessment measure #8 – data) |
| #8 | 05% | Group Initiative (ACOTE assessment measure #8)                                 |

**ASSIGNMENT DESCRIPTIONS:****#1 Reviews of Regulatory Binder**

At semester end, each group will turn in the Regulatory Binder for grading. The Regulatory Binder is part of the Department of Occupational Therapy's Data Management Policy (see Canvas for most updated version). The Regulatory Binder will include but is not limited to the following: Study-related documents such as letters of permission; IRB protocol documents/modifications; all IRB correspondence including emails; addendums & appendices; stamped and dated consent forms; delegation of authority form (who in research team is authorized to do which activity); documentation of NIH and/or CITI training; hand-written study activities log; training log signed & dated by attendees and person conducting training and all info related to training; pertinent correspondence (emails with FT, CT; documentation of phone calls & meetings with FT & CT). In order to receive a passing grade binders must be turned in to the FT as often as needed until deemed satisfactory and of auditable quality. Two percentage points will be deducted from the final course grade each time the binder is returned to students due to unsatisfactory status. See grading criteria.

## #2 Qualitative Check-Out: HyperRESEARCH™

Given a pre-existing data set, students will individually complete a lab check-out that requires qualitative data analysis. Instruction and practice will be provided during the first lab session. Check-out form and accompanying documents will be due by the end of second lab session. No credit will be given for any or all portion(s) of the assignment turned in after lab end. See grading criteria.

## #3 Quantitative Check-Out: SPSS®

Evidence of tutorial completion will serve as entrance to the Quantitative Lab Practice. Failure to bring evidence of tutorial completion to the SPSS Quantitative Lab Practice will result in a reduction of 2% points from the final SPSS Lab Check-Out grade. At the time of the Quantitative Lab Check-Out and 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. No credit will be given for any or all portion(s) of the assignment turned in after lab end. See grading criteria below.

## #4 Literature Landscape Matrix

Each student group will complete a Literature Landscape Matrix for articles included in their final paper with special attention to the portions of the article applicable to the research study. Note: a deduction of 10 points will occur if the article is not peer-reviewed (unless approved by FT). See recommended sections below with adaptations encouraged per group as approved by faculty tutor, e.g., faculty tutor may change the headers and/or specify only articles based on research are included thus excluding opinions, systematic reviews, meta-analyses. See grading criteria.

## #5 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 or justify disagreements on Proposal received from faculty and/or clinical tutor in MOCT 501. Note: simply incorporating only verbatim faculty feedback may not result in a higher grade if the paper does not demonstrate substantial improvements in overall quality of writing and content. 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.

Each time the *First Write of the Final Paper* is turned in, research groups will complete and submit a Check-List for Submission form. One student from each group will initial the Check-List items to confirm that the group met each item. Note, all students in the group are held responsible for the accuracy of the Check-List. Initialing an item that is not met is considered to be falsifying documentation. If one or more initialed Check-list items are not met, five points will be deducted from the assignment's grade AND additionally, two points will be deducted for each individual instance of an unmet initialed Check-List item. A Check-List form for each of the above assignments will be included in corresponding course syllabi. See Check-List for Submission form.

Upon submission of this *re-write of first write of final paper*, inclusion of all items indicated on the "Criteria for Submission" checklist must accompany the submission with the same expectations outlined above for the *First Write of Final Paper*. 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.

## #6 Poster Draft

Each student group will create a project-specific poster template (for use next semester) during the specified lab sessions. For template specifications see specific items on grading criteria form. Instruction and time to create

the poster will be provided during lab time prior to due date and time. An electronic copy of the poster and a color printout submitted to the faculty tutor will be due by end of second lab session. No credit will be given for any or all portion(s) of the assignment turned in after lab end. See grading criteria.

#### #7 Documentation of Data Collection/Analysis

Each group will complete all data collection and some analysis by semester end unless an exception is approved by the group's FT. Each student group will submit for review to the faculty tutor all raw data collected. For qualitative data, this consists of typed/printed transcripts, initial code book, and Descriptive Memos (i.e. derived from HyperRESEARCH™ coding). For quantitative data, this consists of the electronic printouts (from SPSS® or comparable software). If appropriate, a "pilot" submission can be submitted for review and comment. See grading criteria.

#### #8 Student Initiative

At semester end, the faculty tutor will complete the "Group Initiative" rubric. 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.

#### **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. **Note: turn in assignments as directed by faculty tutor, e.g., use or not of 'track changes' feature, upload to Canvas or hard copy to tutor.**

#### **COURSE SCHEDULE:**

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

| Date   | Topic   | Due   |
|--------|---|---|
| Aug 25 | Class meets: <ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Review assignments</li> <li>• Review of self-initiated group timeline &amp; feedback expectations</li> <li>• Coordinate non-class weekly group meeting times</li> <li>• Review project status (as needed)</li> </ul> |   |
| Sep 1  | Meet with faculty tutor   |   |
| Sep 8  | Class (all sections) meet in computer lab 4:00-5:50pm; location TBA: <ul style="list-style-type: none"> <li>• Qualitative data analysis practice</li> </ul>   | Note: Bring qualitative data analysis notes from HOCS 403.              |
| Sep 15 | Class (all sections) meet in computer lab 4:00-5:50pm; location TBA: <ul style="list-style-type: none"> <li>• Qualitative data analysis check-out</li> </ul>  | <b>Qualitative Check-Out:</b><br><b>HyperRESEARCH™</b> due at class end |

|        |  |   |
|--------|--|---|
| Sep 22 | Meet with faculty tutor  |   |
| Sep 29 | Meet with faculty tutor  | <b>Literature Landscape Matrix due</b>  |
| Oct 6  | No Class. Fall Break.  |   |
| Oct 13 | Meet with faculty tutor  | <b>First Write of Final Paper (w/ Criteria &amp; Contribution forms included) due</b>   |
| Oct 20 | Class (all sections) meets in computer lab 4:00-5:50pm;<br>location TBA: <ul style="list-style-type: none"> <li>Quantitative data analysis practice</li> </ul>     | <b>Enter with evidence of completed tutorial.</b><br><br>Review of previously learned material -<br>- Chapters 5-10 in Jackson<br>- Bring Stats Handout from MOCT 501   |
| Oct 27 | Meet with faculty tutor  |   |
| Nov 3  | Class (all sections) meets in computer lab 4:00-5:50pm;<br>location TBA: <ul style="list-style-type: none"> <li>Quantitative data analysis check-out</li> </ul>    | <b>Quantitative Check-Out: SPSS<sup>®</sup> due at class end</b>  |
| Nov 10 | Class (all sections) meets in computer lab 4:00-5:50pm;<br>location TBA: <ul style="list-style-type: none"> <li>Poster draft created from template</li> </ul>      | Required reading - spend prior $\geq 30$ min.<br>on 2 Internet sites: Hess, Tosney, Liegel;<br>Rudolph<br><br><b>Re-write of First Write of Final Paper (w/ Criteria &amp; Contribution forms included) due</b> |
| Nov 17 | Meet with faculty tutor  | <b>Poster due</b>   |
| Nov 24 | No Class. Thanksgiving Break   |   |
| Dec 1  | Class meets: <ul style="list-style-type: none"> <li>Course evaluation</li> <li>Debrief data collection process</li> <li>Preview/plans for next semester</li> </ul> | <b>Regulatory Binder due</b><br><b>Documentation of Data Collection due</b><br><b>Group Initiative due</b>  |
| Dec 8  | Meet with faculty tutor as needed to review status and ongoing needs of individual projects  |   |

**Graduate Research Project I  
Fall 2016  
Grading Criteria**

Regulatory Binder

Student Names: \_\_\_\_\_

- Pass** - Binder is satisfactory. Note-binders that are not of auditable quality cannot receive a passing grade.
- Fail** - Binder is unacceptable. In order to receive a passing grade binders must be turned in to the FT as often as needed until deemed satisfactory and of auditable quality. Two percentage points will be deducted from the final course grade each time the binder is returned to students due to unsatisfactory status.

|   | Unacceptable  | Satisfactory   |
|---|---|--|
| Binder is complete (see Data Management Policy, Regulatory Binder)<br>Includes a table of contents listing all items present. Place a dated copy of the Data Management Policy in the cover pocket.                                       | One or more items are missing and/or content is incomplete or inaccurate  | All items are present, complete and accurate.  |
| Items are organized and easy to find  | Some items are misplaced, not tabbed and/or difficult to locate   | All items are tabbed; organized in appropriate categories; easy for reviewer to locate.  |
| Binder is neat; all entries are legible   | Some entries are illegible, the binder looks disheveled and messy   | Binder is neatly presented, all entries are legible  |
| Study's activity log is updated and complete (see Data Management Policy); entries are hand-written, organized chronologically, dated, and detailed enough to provide an effective record of activities, discussions & research decisions | Activity log is poorly organized, some entries missing or not updated, lacking sufficient detail to track research decisions and activities | Activity log is an updated, complete record of all study related activities and meetings; entries are organized chronologically, dated and detailed enough to provide an effective research record |

**Graduate Research Project I  
Fall 2016  
Grading Criteria**

HyperRESEARCH™ Lab Checkout

Student: \_\_\_\_\_

- \_\_\_\_\_/20 1. Quality of Code Book: Initial Code Book code words are clearly defined and definitions operationalize the meaning of each code word.
- \_\_\_\_\_/20 2. Quality of hand-coded transcript: Coded data pieces fit under definition of code word and each piece of coded data is of sufficient length to logically and succinctly, represent the code word.
- \_\_\_\_\_/20 3. Quality of HR™ Output Report: All data is represented for each code word. Free of extraneous information and in txt. file format.
- \_\_\_\_\_/20 4. Quality of Descriptive Memo: Summaries are free of GSP errors and concepts are clear and logically organized. Each summary accurately captures the essence of its code word.
- \_\_\_\_\_/20 5. Quality of Analytic Memo: Category summary is free of GSP errors and concepts are clear and logically organized. Summary accurately captures the essence of the synthesis of code words it represents.
- \_\_\_\_\_/100



## Graduate Research Project I Fall 2016 Grading Criteria

### Quantitative Lab Check-Out: SPSS®

Evidence of tutorial completion will serve as entrance to the Quantitative Lab Practice. Failure to bring evidence of tutorial completion to the SPSS Quantitative Lab Practice will result in a reduction of 2% points from the final SPSS Lab Check-Out grade. At the time of the Quantitative Lab Check-Out and 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. No credit will be given for any or all portion(s) of the assignment turned in after lab end. See grading criteria below.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- |     |  |          |
|-----|--|----------|
| 1.  | Input data   | n/a      |
| 2.  | Clean data   | n/a      |
| 3.  | Summarize descriptive stats into an output table   | _____/10 |
| 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 <sup>th</sup> ed.) format with orderliness and readability emphasized | _____/20 |
| 8.  | Perform correlation analysis and print SPSS® output table  | _____/10 |
| 9.  | Report results of #8 in a text sentence according to APA (6 <sup>th</sup> ed.) format  | _____/10 |
| 10. | Perform t-test and print SPSS® output table  | _____/10 |
| 11. | Report results of #10 in a text sentence according to APA (6 <sup>th</sup> ed.) format                                       | _____/10 |

Total \_\_\_\_\_/100



## Graduate Research Project I Fall 2016 Grading Criteria

### Literature Landscape Matrix

Each student group will complete a Literature Landscape Matrix for articles included in their final paper with special attention to the portions of the article applicable to the research study. Note: a deduction of 10 points will occur if the article is not peer-reviewed (unless approved by FT). See recommended sections below with adaptations encouraged per group as approved by faculty tutor, e.g., faculty tutor may change the headers and/or specify only articles based on research are included thus excluding opinions, systematic reviews, meta-analyses. See grading criteria below.

1. Matrix is well organized; column headers are chosen according to the unique topic and needs of the literature review; organization and column headers promote critical analysis and synthesis of the literature \_\_\_\_\_/10
2. Cell content accurately reflects the content of the article; cell content is succinct yet contains sufficient depth of information to adequately summarize information; cell content is pertinent/contains key information \_\_\_\_\_/70
3. Each final paper reference is included \_\_\_\_\_/10
4. Written information is clear, concise, free of gr/sp errors; matrix is legible and well-formatted \_\_\_\_\_/10

Total \_\_\_\_\_/100

Note: An additional 10-point reduction will occur for each article not peer-reviewed unless approved by faculty tutor.

## Graduate Research Project I Fall 2016 Grading Criteria

### Check-List for First Write of Final Paper

With each submission of the *Final Paper (including the Preliminary Final Paper)*, research group will complete and submit this Check-List. Each item is to be initialed, confirming that the item is met. The person initialing the item represents the group in ensuring its accuracy. If check-list is not turned in or items are initialed but not met, percentage points will be deducted from that version's grade (i.e. an initial five points will be deducted along with two points for each specific instance of an unmet issues related to one of the criteria; for example, if two non-peer reviewed references are included but not FT-approved, nine percentage points will be deducted from that assignment's grade).

Group: \_\_\_\_\_

Date: \_\_\_\_\_

For *First Write of Final Paper*:

\_\_\_\_\_  1. All articles cited are placed in a binder in alphabetical order according to first author's surname. Articles are divided and tabbed (i.e. tab is surnames of authors) using permanent dividers (i.e. post-it notes are not acceptable)

\_\_\_\_\_  2. In each article, the material cited in your paper is clearly marked (specific info circled or highlight, and/or underlined) with the *page number (of your paper)* where the material is cited *and each due date of the paper*.

\_\_\_\_\_  3. For each in-text citation, the page number of the article identifying where the original content was taken is written lightly in pencil above the citation.

\_\_\_\_\_  4. A total of 15 peer-reviewed sources per group member have been incorporated into paper (approximately 5 per group member for Prospectus; an additional 5 per group member for three Proposal sections [combined]; and an additional 5 per group member for First Write of Final paper)

\_\_\_\_\_  5. References are current (i.e. published in the past eight years); exceptions are approved by FT and approval is documented).

\_\_\_\_\_  6. Non-peer reviewed sources have been approved by faculty tutor (with documentation of approval) and do not count towards minimum number of sources.

\_\_\_\_\_  7. No secondary citations (except upon FT approval and documentation of the same).

\_\_\_\_\_  8. No direct quotes (except upon FT approval and documentation of the same).

For *Re-Write of First Write of Final Paper*:

\_\_\_\_\_  1. Previous items met; items #2 & #3 above are updated to reflect *Re-Write* due date.

\_\_\_\_\_  2. Both copies of the graded *First Write of Final Paper* and both grading criteria forms are included.

\_\_\_\_\_  3. Changes are made to incorporate all FT feedback (this item must be present to receive additional points)

## Graduate Research Project I Fall 2016 Grading Criteria

### First Write of Final Paper

Students:

Title of study:

Graded by:

Date:

Outlined below are the major areas of the First Write of the Final Paper and their respective weightings for purposes of grading. These grading guidelines include Sections I, II, III, VII, VIII, and IX of the Grading Guidelines for the Final Paper however weightings of each section have been modified in the lieu of the absence of Sections IV, V, and VII (i.e. sections that will be written after data has been collected and analyzed). The weightings serve only as guidelines and may be adjusted to suit the individual paper being graded.

The bullet points listed under each area also serve as guidelines only. They are general suggestions as to what the marker may want to keep in mind while grading the report. Partial points may be awarded. Please note, on the second write of the First Write of the Final Paper, points will be deducted for failure to incorporate feedback provided from the grader during grading of the first write. Likewise, points will be awarded for effectively incorporating feedback.

Revision Original

- |       |       |  |
|-------|-------|--|
| _____ | _____ | <p>I. The Problem/Introduction (25%) <i>{Past tense as appropriate}</i></p> <ul style="list-style-type: none"><li>▪ Correct GSP and APA (6<sup>th</sup> ed.) formatting; thorough, clear, and logically organized</li><li>▪ Effectively incorporated feedback from Proposal Section I</li><li>▪ First paragraph provides background to the study's problem</li><li>▪ All items from Proposal Section I (<i>except Limitations</i>) are included. Limitations sections has been removed.</li></ul>  |
| _____ | _____ | <p>II. Review of the Related Literature (35%)</p> <ul style="list-style-type: none"><li>• Correct GSP and APA (6<sup>th</sup> ed.) formatting; thorough, clear, and logically organized</li><li>• Effectively incorporated feedback from Proposal Section II</li><li>• T</li><li>• Introduction provides overview of Body of Review</li><li>• Body of Review is comprehensive (i.e. all important works are included) and appropriately related to the research area</li><li>• Students critically compare, evaluate and integrate the findings of key studies</li><li>• Relationships between previous studies and the present investigation is identified</li><br/><li>• Summary represents synthesis of Body of Review and logically flows to end with purpose of study</li></ul> |

- \_\_\_\_\_    \_\_\_\_\_    III. Methods and Procedures (25%) *{Past tense}*
- Correct GSP and APA (6<sup>th</sup> ed.) formatting; thorough, clear, and logically organized
  - Effectively incorporated feedback from Proposal Section III
  - is the sample and method of sampling clearly outlined?
  - is the students design of the study adequately described?
  - has the researcher clearly indicated what instruments will be used to collect the data and given reasons for using the instruments and procedures outlined?
  - is there sufficient detail to permit replication by another researcher?
  - do the methods and procedures show logical, thorough planning from beginning to end?

- \_\_\_\_\_    \_\_\_\_\_    IV. Reference and Appendices (15%)
- Meets minimum number of required peer-reviewed articles (i.e. “X” per student in group)
  - Reference List citations meet APA (6<sup>th</sup> ed.) standards
  - All references cited in the text are included in the reference list

Copies of all relevant forms and materials are included as Appendixes (e.g., including but not limited to IRB approval letter, consent form, data collection form,

- \_\_\_\_\_    \_\_\_\_\_    V. Check-List items met. Point deduction for items not met per course syllabus description and Check-List form instructions.

$$\frac{\quad}{(2)} \quad \frac{\quad}{(1)} \quad \frac{\quad}{(1)} \times .60 = \quad$$

$$\frac{\quad}{(2)} \times .40 = + \quad$$

$$= \quad \text{Final Grade for First Write}$$

Comments:

## Graduate Research Project I Fall 2016 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 |
|--------------|----------|-------------------|--|
|              |          |                   |  |
|              |          |                   |  |
|              |          |                   |  |
|              |          |                   |  |

## Graduate Research Project I Fall 2016 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 color printout and email the template to the instructor for grading. See grading criteria below.

Group: \_\_\_\_\_ Date: \_\_\_\_\_

| Item  | Points Awarded | Points Possible |
|---|----------------|-----------------|
| 1. Project title (recommended 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"> <li>• Introduction</li> <li>• Purpose/question</li> <li>• Design/sample</li> <li>• Methods/procedures</li> <li>• Instrumentation</li> <li>• Results</li> <li>• Discussion/Clinical Implications</li> <li>• Conclusion</li> </ul> Note: All section and header borders must line up when poster is viewed at 200% size |                | 5               |
| 5. Section content – minimum of 3 out of the following: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Purpose/question</li> <li>• Design/sample</li> <li>• Methods/procedures</li> <li>• Instrumentation</li> </ul>  |                | 30              |
| 6. Two or three coordinated and pleasing colors using Xavier’s approved color palettes (with faculty tutor-approved exceptions)   |                | 15              |
| 7. Includes two or more tables, graphs, and/or pictures   |                | 10              |
| 8. Legible at distance of 4’ - 5’   |                | 5               |
| 9. Professional, organized, logical, & user-friendly layout   |                | 10              |
| 10. Attractive appearance plus degree of “wow factor” that makes your poster stand out from others  |                | 15              |
| <b>Total</b>  |                | <b>100</b>      |

**Graduate Research Project I  
Fall 2016  
Grading Criteria**

Documentation of Data Collection/Analysis

Each group will complete data collection and analysis by semester end unless an exception is approved by the group's FT. Each student group will submit for review to the faculty tutor all raw data collected. For qualitative data, this consists of typed/printed transcripts, initial code book, and Descriptive Memos (i.e. derived from HyperRESEARCH™ coding). For quantitative data, this consists of the electronic printouts (from SPSS® or comparable software). If appropriate, a "pilot" submission can be submitted for review and comment. 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, analysis is appropriate with printout of analysis(es) available.       |                   |
|    | For qualitative data, this consists of typed/printed transcripts, initial Code book, and Descriptive Memos (i.e. derived from HyperRESEARCH™ coding). | _____ /50         |
| 5. | Data analysis text is true to #4 above  | _____ /20         |
|    | <b>Total</b>  | <b>_____ /100</b> |

**Graduate Research Project I**  
**Fall 2016**  
**Grading Criteria**  
Group Initiative

Students' names: \_\_\_\_\_

TOTAL: \_\_\_\_\_/100

**Excellent/Exemplary:** Group consistently meets and/or exceeds all criteria without being overly dependent on faculty tutor, while at the same time maintaining an appropriate level of involvement with the faculty tutor.

**Satisfactory:** Group frequently addresses all criteria, but performance on one or more criterion is inconsistent. Group requires some faculty reminders, prompts, and oversight to meet some criteria.

**Poor/Unacceptable:** Group frequently does not meet and/or address one or more criterion. Group requires continual faculty reminders, prompts and oversight to meet or address many criteria.

|   | <b>20-19 points<br/>Excellent/Exemplary</b>  | <b>18-17 points<br/>Satisfactory</b>  | <b>16-0 points<br/>Poor/Unacceptable</b>  |
|---|--|---|---|
| <b>1. Communication prior, during, after meetings</b><br>All verbal & non-verbal communication is timely, professional and positive. Students actively share and communicate key project information without faculty urging, prompts or reminders.  | Group frequently meets and exceeds all criteria.   | Performance on one or more criterion is inconsistent. Requires intermittent faculty prompts and reminders.                        | Group frequently does not meet one or more criterion. Requires constant faculty prompts & reminders.  |
| <b>2. Preparation for meetings</b><br>Students come to meeting with a focused, relevant agenda. All students have completed prior reading or required tasks to enable them to ask pertinent/focused questions, clarify information, and participate knowledgeably in the discussion.                            | Group frequently meets and exceeds all criteria.   | Performance on one or more criterion is inconsistent. Intermittently dependent on faculty for agenda and discussion items.        | Group frequently does not meet one or more criterion. Consistently dependent on faculty for agenda and discussion items.  |
| <b>3. Meetings</b><br>Students meet with faculty (and/or clinical) tutor on a regular basis. Meetings are productive, group-initiated and led. The frequency and timing of meetings is sufficient to meet the needs of the project.   | Group frequently meets and exceeds all criteria.   | Performance on one or more criterion is inconsistent. Faculty tutor is required to lead or direct some meetings.                  | Group frequently does not meet one or more criterion. Faculty tutor leads most meetings.  |
| <b>4. Feedback</b><br>Group actively seeks feedback from faculty and/or clinical tutors, and receives feedback with openness. Group demonstrates ability to critique their own project and provide self-feedback. Group synthesizes feedback from all parties and willingly incorporates feedback into project. | Group frequently meets and exceeds all criteria. Effectively and willingly discusses, debates, and synthesizes feedback. | Performance on one or more criterion is inconsistent. Difficulty accepting, synthesizing, and/or incorporating feedback at times. | Group frequently does not meet one or more criterion. Difficulty accepting and/or synthesizing feedback; may disregard and/or be unwilling to incorporate feedback. |
| <b>5. Progression</b><br>Students able to generate 'next step' ideas while consulting faculty/clinical tutor. Students lead the progression of the research project as required and appropriate.  | Group frequently meets and exceeds all criteria with appropriate level of faculty guidance.                              | Group may have difficulty generating ideas, leading the project, and/or consulting with tutor as needed.                          | Students are at a loss regarding next steps. Faculty leads progression through research project.  |

## Data Management Policy

Rev. Jan. 2016/JPE

### I. Ownership

When Xavier University is listed on the IRB application as the affiliation of the principal investigator, Xavier University's, Department of Occupational Therapy owns all student research data and study materials. These materials include, but are not limited to, study regulatory binders, signed informed consent forms, research journals, data (in all formats), audiotapes, and storage devices containing electronic files.

Note, some research studies conducted at external sites with their own IRBs may stipulate ownership and require storage of study materials at their facility. In these cases, students will specify location of stored materials for both in-process and permanent storage in IRB protocol procedures. Research team members will adhere to procedures stipulated in the IRB-approved protocols.

### II. Regulatory Binder:

- A. Students will produce and keep updated a study-designated Regulatory Binder that includes hard copies of the following documents: *Note, in sections with multiple documents, place in reverse chronological order (i.e. most recent first)*
  - a. Record of all research team members (i.e. names; roles; affiliated sites; contact information)
  - b. Record of where study materials will be stored both during the study (i.e. in-process storage), and at the completion of the study (i.e. permanent storage sites). Also include a listing of materials to be stored at XU and those to be stored at external sites (when applicable)..
  - c. Letter of permission from study site (if applicable)
  - d. CITI training certificates of all research team members
  - e. External facility IRB correspondence and documents (if applicable), include external IRB approval letter, clean copy of external IRB approved protocol and attachments, and any additional external IRB documents and correspondence (such as modification requests/approvals, progress reports, extensions, adverse event reports). Place in reverse chronological order.
  - f. XU IRB correspondence and documents, including copy of initial email request, copies of IRB correspondence pertaining to initial request (e.g. requests for changes to the protocol, and your response(s) to IRB requests), copy of XU IRB approval letter, clean copy of final, XU IRB approved protocol, and any additional correspondence or documents (such as modification requests/approvals, progress reports; extensions; adverse event reports and email). Place in reverse chronological order.
  - g. Blank IRB-stamped and dated consent forms (if multiple versions, place in reverse chronological order, most recent on top)

- h. Study Activities Log with each entry hand-written upon occurrence of activity (see p. 4)
- B. Study Activities Log (see p.4)
  - a. Log will consist of hand-written recordings of all study-related events *recorded when activity occurred (i.e. in real-time)*
  - b. Events include, but are not limited to, Meetings with FT and/or CT, documenting key decisions made; content of key email communications with FT/CT and/or IRBs; student research team meetings (documenting those in attendance, duration of meeting, key decisions made); data collection activities (e.g. individual interview, including duration of interview).
- C. Students may keep regulatory binder in their possession (as long as binder contains no confidential information) while study is in process and will turn in binder to faculty tutor upon completion of study

### III. Storage and transport of study documents and materials

- A. All tangible forms of stored study materials will be placed in a large (i.e. 11 x 14), study-designated envelope, or comparable receptacle. The envelopes must be sealed by tape. Identifiable and de-identified information will be placed in *separate* envelopes, each labeled as follows
  - a. Title of study
  - b. Names of student researchers and faculty tutor
  - c. Semester study was initiated
  - d. Date materials will be destroyed (i.e. three years following completion of the study)
- B. Identifiable data: In-process storage  
Signed informed consent forms (ICF) and other forms of identifiable data/information (e.g. master code lists) will be placed in the designated storage envelope (and sealed by tape) no later than the next business day following collection of each form. This envelope will be stored in a locked file cabinet in the Department of Occupational Therapy. Write across the seal, 'Do not open without [name of faculty tutor] permission. The sealed envelope may be opened only upon FT permission.
- C. De-identified data: In process storage
  - a. All tangible forms of de-identified data/data collection forms will be placed in a study-designated envelope (and sealed by tape) or comparable receptacle (labeled as above) no later than the next business day following collection of the data.
  - b. The envelope will be stored in a locked cabinet (separate from the locked cabinet contained signed ICF) in the Department of Occupational Therapy.

- c. These materials will remain in the Department of Occupational Therapy and removed only according to procedures stipulated in the approved IRB protocol.

D. Electronic storage

- a. Only upon IRB approval and FT permission, may students store de-identified electronic data on a study-designated, password protected, encrypted flash drive and/or a study-designated, password-protected online storage (OS) site [e.g. Drop Box; ] while the study is in process. The OS site will be accessible only to members of the research team.
- b. Storage on any other OS site must be approved and approval documented by faculty tutor and research coordinator.
- c. The study-designated flash drive will be stored in the study-designated, sealed envelope (i.e. see C. De-identified data: In process storage) and remain in the Department of Occupational Therapy while the study is in process.
- c. Upon completion of the study, the electronic files will be permanently deleted from the repository. The storage device will be permanently stored as follows.

E. Data transport

- a. Specific procedures for physical transport of data from one facility to another (e.g. from data collection site to University; outside of University) must be outlined in IRB protocols.
- b. Procedures include statements describing who will be responsible for transporting the data and under what circumstances (i.e. 'when') this individual will transport the data.
- c. Transporting data outside of the approved procedures is prohibited.

IV. Permanent storage and destruction

- A. Upon completion of the study, the two study-designated envelopes/comparable receptacles (i.e. one containing signed ICFs and one containing all de-identified materials) will be stored in separate locked cabinets or areas in the Department of Occupational Therapy (or, in a Department-designated, secure external storage site).

- B. All study materials will be destroyed three years following completion of the study (or, according to regulating IRB procedures)

