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Occupational Therapy Syllabi Spring 2019

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2019

### MOCT 631-02 Graduate Research Project II

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**MOCT 631 Graduate Research Project II (2 cr hr)**  
**Spring 2019**  
*Course Syllabus*

<b>SECTION &amp; FACULTY</b>	01 Joanne Estes, PhD, OTR/L	02 Carol Scheerer, EdD, OTR/L	03 Claire Morress, PhD, OTR/L	04 Leah Dunn, EdD, OTR/L
<b>DAY/TIME</b>	Thursday 4:00-5:50	Thursday 4:00-5:50	Thursday 4:00-5:50	Thursday 4:00-5:50
<b>ROOM</b>	42 Cohen	24 Cohen	40 Cohen	23 Cohen
<b>OFFICE</b>	29A Cohen	41 Cohen	29B Cohen	23 Cohen
<b>TELEPHONE</b>	745-3018	745-3310	745-3266	745-3154
<b>E-MAIL</b>	<a href="mailto:Estesj@xavier.edu">Estesj@xavier.edu</a>	<a href="mailto:Scheerer@xavier.edu">Scheerer@xavier.edu</a>	<a href="mailto:Morress@xavier.edu">Morress@xavier.edu</a>	<a href="mailto:Dunnl3@xavier.edu">Dunnl3@xavier.edu</a>
<b>OFFICE HOURS</b>	By confirmed appointment: Thursday 1:30-3:30	By confirmed appointment: Tuesday 1:00-2:00 Thursday 2:30-3:30	By confirmed appointment: Thursday 11:30 – 1:30	By confirmed appointment: Tuesday/Thursday 12:00-1:00

**COURSE DESCRIPTION:**

Culmination of graduate research project. Students analyze and interpret data and write final paper according to professional standards. Paper is disseminated via oral presentation and poster presentation. Includes structured seminar time. Prerequisite: [MOCT 501](#); MOCT 507; [MOCT 601](#); MOCT 611. Co-requisites: [MOCT 633](#), [MOCT 635](#), [MOCT 637](#), [MOCT 641](#).

**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:

1. Humans are biopsychosocial beings who are transformed by participation in occupation.
2. Meaningful occupations shape human beings and provide a bridge to health and wellness.
3. Occupational therapists form a dynamic relationship with service participants to realize their occupational potential.
4. 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:**

1. Critical thinking and articulate expression; creative scholarly activity
2. Graduate and professional education meets needs of society
3. Intellectual skills for life in community

**RELATIONSHIP TO CURRICULUM DESIGN:**

1. Fifth and final course in series related to research and scientific inquiry. Realization of role of researcher attained as student completes scope of research process including writing paper, submission for publication, and production of poster for presentation. Student applies knowledge and skills gained from three prior research-based courses (HOCS 403, MOCT 501, MOCT 502 and MOCT 601).
2. Application of skills using technology embedded in course requirements especially in data analysis and production of presentation and poster.
3. Concepts related to evidence-based practice, ethical ramifications of research, scientific reasoning, occupational therapy process (“outcomes”), and roles of researcher and educator inherent in course requirements

**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. Analyze and interpret data collected during research process.	B.1.7; B.8.4; B.8.7	#1, #2	5
2. Synthesize information from research project and write paper according to professional standards.	B.8.5; B.8.6; B.8.7; B8.8	#1, #2	5
3. Use multi-media technology to design and present professional level oral presentation re research project.	B.8.7	#2	1, 6
4. Use multi-media technology to design and present professional level poster presentation re research project.	B.8.7	#3.1, #3.2	1
5. Adhere to ethical standards.	B.9.1	#1; #2; #3.1 & #3.2; #4; #5; #6; #7; #8	1, 5, 6
6. Critically evaluate own and peers' research presentation.	B.9.6	#5; #7	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 BOOKS & READINGS:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D. C.: Author.

**Goodson, P.** (2017). *Becoming an academic writer* (2<sup>nd</sup> ed.). Los Angeles, CA: Sage Publications.

**Jacobs, K., & Gafni-Lachter, L.** (Oct 26, 2015). Best presenters: Public speaking for occupational therapy practitioners. *OT Practice*, 20(19), 7-12.

**Paradi, D.** (27 Sept 2011). Full results of the annoying power point survey. Retrieved from <http://pptideas.blogspot.com/2011/09/full-results-of-annoying-powerpoint.html>

**Paradi, D.** (7 July 2006). What annoys audiences about power point presentations? Retrieved from <http://ezinearticles.com/?What-Annoys-Audiences-About-PowerPoint-Presentations?&id=236985>

**SELECTED BIBLIOGRAPHY:**

French, S., & Laing, J. (Ed.). *Writing: A guide for therapists*. Jordan Hill, Oxford: Butterworth-Heinemann.

Hasselkus, B. R. (1999). From the desk of the editor: Writing for AJOT®. *American Journal of Occupational Therapy*, 53(2), 127-128. doi:10.5014/ajot.53.2.127

Jackson, S. L. (2015). *Research methods and statistics: A critical thinking approach* (5<sup>th</sup> Ed.). Boston, MA: Cengage Learning.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis* (3<sup>rd</sup> Ed.). Thousand Oaks, CA: Sage Publications.

Nick, T. G., & Hardin, J. M. (1999). Quantitative research series: Regression modeling strategies: An illustrative case study from medical rehabilitation outcomes research. *American Journal of Occupational Therapy*, 53(5), 470.

Ottenbacher, K. J., & Mass, F. (1999). Quantitative research series: How to detect effects: Statistical power and evidence-based practice in occupational therapy research. *American Journal of Occupational Therapy*, 53, 181-188.

Salkind, N. J. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage.

## COURSE POLICIES

### ACADEMIC INTEGRITY

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You should be aware of the University policy on Academic Honesty, <http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm>

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

**COLLABORATING WITH CLASSMATES (OR OTHERS) ON AN ASSIGNMENT THAT IS TO BE COMPLETED INDIVIDUALLY CONSTITUTES ACADEMIC DISHONESTY. STUDENTS MAY SEEK ASSISTANCE ONLY FROM XAVIER UNIVERSITY WRITING CENTER. ASSISTANCE FROM PEERS, CLASSMATES, FAMILY MEMBERS (I.E. ANY PERSON OTHER THAN COURSE INSTRUCTOR AND XU WRITING CENTER) CONSTITUTES ACADEMIC DISHONESTY.**

Refer to *Department of Occupational Therapy Student Handbook* [2018-2019] for further information.

### ATTENDANCE POLICY

Attendance will be considered in final grade calculation per the following criteria:

- ◆ Two late arrivals or to or two early departures from class constitutes one unexcused absence.
  - A tardy or late arrival is defined as student entering the classroom after the professor has started class.
  - 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 UNEXCUSED.**
- ◆ For the *second and each subsequent unexcused absence*, **four** percentage points will be deducted from the student's 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 that requires doctor's visit, religious observances, or attending the funeral of an immediate family member. Unexcused absences include but are not limited to absences due to vacation or travel, scheduled doctor's appointments (except in case of extreme illness), work responsibilities, or other non-emergency type events.
- ◆ *Documentation of Absence* form along with acceptable accompanying documentation (i.e. physician's note on letterhead or prescription note; statement that physician saw student or other reasonable legitimacy, etc.) is required to convert an unexcused absence to an excused absence and must be submitted no later than the start of class seven days following 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.

## CANVAS

- The following will be posted on Canvas: Announcements, Course syllabus, assigned readings, PPTs, handouts, and grades.
- Grade Center: In the unlikely event that a score/grade posted on Canvas is in error (i.e. the grade on the returned hard copy of the assignment is different from the erroneous grade posted on Canvas), the score/grade recorded on the paper copy is used for calculation in final grade.
- Students are to post general questions about the course and specific questions about assignments and exams to designated Discussion Boards on Canvas so that all students benefit from the answers to questions.
- Students may email questions related to their own personal circumstances to course instructor's email address.

## DISSEMINATION OF RESEARCH

Xavier University owns all rights to student research projects and corresponding products (e.g. poster, final paper), unless otherwise negotiated with external facility.

Because of the necessity for careful consideration of the complex ramifications related to research dissemination, students may not disseminate their projects in whole or in part, in any format (i.e. hard copy or electronically) without written permission from faculty tutor.

## ELECTRONIC MEDIA USAGE

As a professional courtesy, all electronic devices not used for taking notes 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 arrangements with instructor; 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. Instructor reserves the right to disallow use of electronics (i.e. laptop computer; tablet) for students using devices for non-class-related activities. Classroom activities may be audio recorded by a student for personal use by that student only, and only with explicit, written permission from the course instructor and student signature indicating agreement to the conditions. Recordings are to be destroyed at the end of the semester and may NOT be further copied, distributed, published, or used for any other purpose.

## E-MAIL

Students are required to use their Xavier e-mail accounts for communication with the professor and are expected to check this e-mail daily for course and Department communications. Instructor will answer emails received during normal Department business hours on the day received (but, may be answered in the evening). E-mails received after 4:00 p.m. Monday through Friday or on weekend days will be answered at minimum at the beginning of the next business day.

## GRADE DISCREPANCY POLICY:

Any student who feels a grade received from the class instructor is in error (**but not due to difference of opinion between instructor and student**) needs to request that the grade be reconsidered within one week of receiving the assigned grade. To do so, instructor may require a written statement of the specific area of discrepancy. If required, such statement will include objective rationale that is justified by citations of published work or class notes; i.e., rationale based on a student's opinion that points were deducted 'unfairly' will not be considered. Per instructor discretion, minor discrepancies may be addressed verbally. 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 original grading). All discrepancies must be submitted no later than 4:00 p.m. on the last class day of the semester (i.e. Friday, May 3, 2019).

### **GRADE “ROUNDING UP” POLICY:**

Grades for assignments and exams will be calculated using Excel<sup>TM</sup>, 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 this case the final percentage grade will be 92%. *Note, Canvas calculates grades to only one decimal point which may round up a grade not rounded up on Excel<sup>TM</sup>. In this case, the Excel<sup>TM</sup> calculation is used as the final course grade.*

### **INCLUSIVITY STATEMENT**

We are committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. To build a classroom community, we ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

### **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 posting 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, L. (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**

Professional behavior is expected within the classroom as well as during communications and interactions outside of the classroom. Students are expected to attend classes; arrive on time (i.e. be seated with class materials available at the start of class); actively participate in class discussions; avoid side conversations; avoid engaging in non-class-related tasks (e.g. study for a different course’s exam; write in planner) during class; stay in the room while class is in session; accept feedback from instructor; and accept responsibility for one’s actions. Instructors reserve the right to ask a student to leave class if his or her behavior is disruptive to the learning process; students who are asked to leave a class will receive an unexcused absence for that day.

### **TIMELY SUBMISSION OF ASSIGNMENTS**

Assignments are due no later than the start of class on the due date, unless otherwise instructed. For all assignments not turned in when due, 5 percentage points will be automatically deducted. An additional 3 percentage points will be deducted for each business day until the assignment is turned in. If a student has an



excused absence on the day an assignment is due, he or she will have 24 hours to turn in the assignment before late turn-in points are deducted. Regardless of whether an absence is excused or unexcused, assignments not turned in by the start of class 7 calendar days following the due date will receive a grade of “0”.

## UNIVERSITY POLICIES

### Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#). You can also [request copyright help](#) from the library if you have specific questions. Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, if you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

### Gender-based Discrimination and Violence

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier’s confidential [Advocacy & Prevention Coordinator](#) and to report to Xavier’s [Chief Title IX Officer](#) and/or [Xavier University Police Department](#). Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier’s Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see <http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf>.

### Student Support

Xavier University offers many services to support student success through their academic course of study. To that end, information on Xavier-related student success support services can be found on Xavier’s website at <https://www.xavier.edu/success/?aq=auto-Student%20Success%20%20>. Financial assistance can be found at <http://www.xavier.edu/financial-aid>. For ease in accessing, several of the specific supports are listed below.

#### *Success Support:*

The staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to their work. To learn more visit [www.xavier.edu/student-success](http://www.xavier.edu/student-success), call 513-745-3036, email [studentretention@xavier.edu](mailto:studentretention@xavier.edu), or visit Room 514 Conaton Learning Commons.

#### *Academic Support:*

The Office of Academic Support offers subject specific tutoring, study skills tutoring, supplemental instruction (SI), study groups, and drop-in sessions. Contact Stephanie Daniels at [danielss3@xavier.edu](mailto:danielss3@xavier.edu) or 513-745-

3214, go to <https://www.xavier.edu/academic-support/> or visit their office in the Conaton Learning Commons, Suite 514.

**Health and Wellness Support:**

The McGrath Health and Wellness Center provides the following services: health, prevention and wellness including alcohol and drug, counseling, and emergency. Support is available when one is feeling overwhelmed, lost, experiencing anxiety or depression, struggling with relationship difficulties or diminished self-esteem, and/or coping with difficult emotions and life stressors. Find out more at <https://www.xavier.edu/health-wellness/> or by calling (513) 745-3022.

**Writing Support:**

The only source of external assistance with writing assignments sanctioned by the Department of Occupational Therapy is the Writing Center. Offered is free one-on-one tutoring on writing assignments for all Xavier students. Contact the Writing Center at 745-2875 to set up an appointment, visit the Conaton Learning Commons room 400 or go to <http://www.xavier.edu/writingcenter/>.

**Accommodations for Special Needs:**

It is the 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 as your course instructor 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, please 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.

**WRITING STYLE FORMAT**

Assignments are to be formatted per APA (6<sup>th</sup> ed.) format for grammar, title page, running head, sub-headings, reference citations, and reference list.

Refer to Department of Occupational Therapy *Student Handbook* (2017-2018).

**GRADING SCALE**

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

**EVALUATION METHODS:**

- #1 40% Final Paper
- #2 25% Presentation
- #3.1 15% Poster
- #3.2 10% Abstract (CPS Graduate Research Symposium)
- #4 05% Critique of peer project
- #5 05% Evidence of Group Initiative, Preparatory and Collaborative Work (Mid & Final; 2.5% each)
- #6 P/F Videotape and self-critique of practice presentation
- #7 P/F *Acknowledgement of Co-Investigator Contribution* form
- #8 P/F *Plans for Dissemination* form
- #9 P/F Final IRB Report



- #10 P/F Email edited, final paper to Tina Forschler and copy faculty tutor; also, send per faculty tutor preference one clean hard or electronic copy of the same (along with cover letter) to clinical tutor.
- #11 P/F Final Check-list

NOTE: P/F assignments must be completed satisfactorily (according to faculty standards) before course grade is released. For each instance that a P/F assignment is returned to students as unacceptable (i.e. Fail), two percentage points will be deducted from the course grade.

### ASSIGNMENT DESCRIPTIONS

*Note: Samples of student work (de-identified) may be kept for purposes of program and/or faculty evaluation.*

#### Contribution to Research Project

Each time the final paper is turned in, research groups 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 per 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 Contribution to Research Project form.

#### Check-List for Submission

Each time the final paper is turned in, research groups will complete and submit with above-referenced assignment 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 falsifying documentation. If one or more initialed Check-list items are not met, five points will be deducted from the assignment's grade. A Check-List form for each of the above assignments will be included in corresponding course syllabi. See Check-List for Submission form.

#### Final Paper

1. Submit one copy of final paper (and grading criteria form) to faculty tutor; include in Binder graded copies of Proposal Parts I, II, & III, *First Write of Final Paper* {both versions}, (along with completed grading criteria forms); articles (updated with *Final Paper* page numbers and submission date); Contribution to Research Project form; and Final Paper Check-List, all completed for each turn-in. All identifying information (e.g. facility names) is to be blacked out.

#### **SECTION 01 (JPE): IN ADDITION TO THE ABOVE, EMAIL WORD AND PDF VERSIONS OF BOTH-TURN-INS OF PAPER (COVER PAGE THROUGH REFERENCES ONLY) TO JPE.**

2. If the project involves a clinical tutor, the paper must be read and signed by him or her before turning it in. Major suggestions provided by the clinical tutor must be incorporated into the paper (or, discussed and resolved with faculty tutor). *Please allow an appropriate amount of time (i.e. at least a week) for clinical tutor review of your paper as points will be deducted for late turn-ins per syllabus policy.*
3. Students will have one opportunity to re-write the paper with the first-write weighted at 60% and the re-write weighted at 40% of the paper's grade. Note – it is very important to incorporate all feedback when re-writing the paper; failure to do so will likely result in further grade reduction. **Use Track Changes feature to document changes made from 1<sup>st</sup> turn-in to 2<sup>nd</sup> turn-in.**
4. **Following return of graded re-write, students are to continue to edit their paper per FT feedback until FT approves the paper for final copy turn-in.** Once approved, email the final paper to Tina

Forschler and cc FT. One clean copy of the same must be submitted to clinical tutor (and other appropriate parties). All submissions of final paper are to be turned in before final grade for the course will be released. See Final Paper grading criteria form.

### Research Symposium Presentation

Each group will present their research at the Research Symposium. See Symposium Presentation grading criteria form. Each presentation will last a maximum of **ten minutes**. Because of the brief time limit, students will present only the key issues as related to the study. Refer to *Symposium Presentation Grading Guidelines* (MOCT 631 course syllabus) for presentation content guidelines. Included in the **ten-minute** time is a mandatory **two-minute discussion period** during which time students will entertain questions from the audience or, in lieu of absence of the same, have one or two questions about their research they would like to discuss with the audience.

### Poster

Each group will produce a professional research poster for grading and for display at the Research Symposium. Posters will be graded by the groups' faculty tutor. Students are responsible for emailing PDF version of final, FT-approved poster to Tina (cc to FT and to JPE) by deadline noted on course schedule. Tina will submit the posters for printing. The posters presented at the symposium will be disseminated via posting on a public electronic repository. Each individual student is required to provide permission for the posting of their poster on the repository. See *Poster grading rubric*.

### College of Professional Sciences Abstract and Graduate Research Symposium

Research groups will participate in the College of Professional Sciences Graduate Research Symposium by submitting a 200-500 word Abstract and displaying posters at the same. This Abstract is more extensive than the Final Paper Abstract and includes the following sections: Background, Personal Statement, Question, Methods, Results/Discussion, and Conclusions. See grading criteria form. Abstracts will be submitted to FT for grading and revision prior to submission to CPS.

All Abstracts submitted to CPS will be (1) compiled and printed in a single volume, and (2) be considered for an award. Syllabus due dates for submission of Abstract to FT for grading and to CPS are tentative and will be confirmed based on announcement of date Abstracts are due to CPS.

Students will attend the Graduate Research Symposium from 4:30-6:00 p.m. Participation consists of attending whole group events (Welcome remarks, Abstract award, Presentation award, and Reception) and research group poster presentations (45 minutes). Additional details will be provided as information is made available.

### Critique of Peer Presentation

Each student will provide an individual critique of other groups' presentations using the form provided. Note, students will critique only presentations of groups enrolled in their section of the course. The forms will be graded per completeness and level of *critical* comments as evidenced by inclusion of one quality concrete strength and one quality concrete suggestion in each category. Completed forms will be shared with the groups prior to the Symposium. See *Critique of Peer Presentation* form.

### Evidence of Group Initiative, Preparatory and Collaborative Work

At midterm and at the end of the semester, the faculty tutor will complete the "Evidence of Student Initiative, Preparatory, and Collaborative Work" form. This form indicates 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 blank copy of this form to their faculty tutor at midterm and the same (i.e. completed form) form at semester's end by each due date. See *Evidence of Group Initiative, Preparatory, and Collaborative Work* form.

Final Check-list (P/F)

Research groups are responsible for confirming the completion and turn-in of the items listed on the *Final Check-list* form. One group member should initial each item as it is completed and this member is responsible for ensuring that the item for which he/she initialed is turned in. Turn in this form only after all items on the list have been completed and turned in. See *Final Check-list* form.

Self-Critique of Practice Presentation (P/F)

Each group will conduct a practice presentation, videotape the presentation, view the videotape, and complete a self-evaluation using the *Symposium Presentation* grading criteria form. To “pass” this assignment, the form must be thoroughly completed and content reflective of critical insights. Turn in the completed form for grading purposes. See *Symposium Presentation* grading criteria form.

Acknowledgement of Co-Investigator Contribution form (P/F)

This form is to be completed by each research group. To “pass” this assignment, the form must be filled out and the faculty tutor must approve the ratings. Discrepancies between group decisions and faculty tutor opinions must be resolved in a meeting between the faculty tutor and students to successfully complete this assignment. Note – students are responsible for providing a copy of the completed form to their CT and attaining his/her signature prior to the due date; this may require a meeting with CT to come to a consensus so that all agree with the completed form. See *Acknowledgement of Co-Investigator Contribution* form.

Plans for Research Dissemination form (P/F)

This form is to be completed by each research group. To “pass” this assignment, the form must be filled out and the faculty tutor must approve the ratings. Discrepancies between group decisions and faculty tutor opinions must be resolved in a meeting between the faculty tutor and students to successfully complete this assignment. Note – students are responsible for providing a copy of the completed form to their CT and attaining his/her signature prior to the due date; this may require a meeting with CT to come to a consensus re areas of agreement. See *Plans for Research Dissemination*.

IRB Progress Report Form (P/F)

This form is to be submitted to Xavier University’s IRB upon completion of an Expedited or a Full Board Review research project and can be accessed at <http://www.xavier.edu/IRB/docs/FormProgressReport.pdf>. The form must be completed, reviewed, and approved by faculty tutor prior to submitting to the IRB.

Submission of Clean Copies of Final Paper

Email edited, final paper to Tina Forschler and copy faculty tutor; also, send one clean hard copy of the same (along with cover letter) to clinical tutor.

**FOR ALL ASSIGNMENTS**

Students should follow all verbal and written instructions to earn all potential points for each assignment as points will be deducted (per professor discretion) for failure to do so. Five points will be deducted from an assignment grade if the grading criteria form is not turned in with the assignment. Additionally, two points will be deducted from course grade for each instance of either not meeting initial task deadlines/not meeting as directed or resubmitting after a deadline (e.g. Symposium program information; Rehearsal and Symposium PPTs, final Poster) listed in Course Schedule.

**COURSE SCHEDULE: Schedule is tentative and subject to change per faculty discretion.**

Date	Activity	Task	Due
------	----------	------	-----

Thursday Jan. 17	<b>All sections meet:</b> Smith G27; Review syllabus & expectations (CRS) Review model article requirements for class on Jan. 31 & Feb. 14	Groups meet with FT following whole group meeting (prn) <b>Section 01: Schedule to meet with JPE on another day this week</b>	
Thursday Jan. 24	Meet with FT		<b>Data analysis should be complete; nothing is due</b>
Thursday Jan. 31	<b>All sections meet together:</b> Smith G27; Designing a Title; Writing new sections of paper (Results, Discussion, Conclusions) (CM)	<b>Assigned reading: Goodson, Ch. 9, 10, 11</b> Each group bring model article relevant to Results, Discussion, and/or Conclusions of their study	
Thursday Feb. 7	Meet with FT <b>CDOOTA Meeting (5:00-7:00 pm)</b> <b>CRS is presenting</b>		

Thursday Feb. 14	<b>All sections meet together:</b> Smith G27 *Writing Lab (CS) *Review 'Class theme' expectations (LD)	<b>*Assigned reading: Goodson, Ch. 6</b> *Each group bring 3 questions related to their writing needs for class discussion *Each group bring 4 model articles along with 4 hard copies of a draft of the discussion section	
Thursday Feb. 21	Meet with FT		
Thursday Feb. 28	Meet with FT		<b>Final paper</b>
Thursday Mar. 7	Meet with FT <b>Final paper returned</b>		<b>Mid Evidence of Group Initiative, Preparatory, &amp; Collaborative Work form</b>

Thursday Mar. 14	<b>Spring Break</b>	<b>Have fun!</b>	
Thursday Mar. 21	Meet with FT	<b>By 4:00 pm, each research group to send Leah three 'ready to implement' ideas for class 'theme' to be included in Symposium Program</b>	<b>Abstract: CPS Graduate Research Symposium</b> (due date is tentative, may be changed based on CPS requirements)

Thursday Mar. 28	<p><b>All sections meet together:</b> Smith G27; Delivering an amazing presentation (JPE)</p> <p>Finalize class symposium theme (LD)</p>	<p>Reading: Jacobs; Paradi (2006); Paradi (2011); AOTA Presenter's Handbook</p> <p><b>**By 4:00 p.m., each group email to JPE <u>exact title of project as approved by FT</u>; student names; clinical tutor name(s) and credentials, all as will appear in symposium program</b></p> <p><b>**By 4:00 p.m., <u>each group email Tina Forschler</u> (via single <u>attachment</u>) list of names &amp; mailing addresses of symposium invitees</b></p>	<p><b>Re-write of Final Paper</b></p>
<b>Monday April 1</b>			<p><b>Poster due to FT by 4:00 pm; submit both paper and e-versions</b></p>
Thursday April 4	<i>AOTA</i> Class cancelled		
Thursday Apr. 11	<p><i>Symposium Dress Rehearsal</i> 4:00-7:30 p.m., Kennedy Auditorium</p>	<p><b>*By 10:00 am, email JPE &amp; FT symposium rehearsal PPT presentation</b></p> <p><b>**By noon, one member of each group will email to Tina (cc to Joanne and FT) the total number of symposium guests expected for members of your group</b></p>	<p><b>CPS Abstract due</b></p> <p><b>Critique of peer performance due at end of rehearsal</b></p>
Mon. Apr 15- Weds Apr 17	Upon her availability, schedule time to meet with FT for symposium rehearsal feedback.		
Tuesday April 16			<p><b>*By noon, email to Tina (cc to Joanne and FT) your FT-approved poster for printing</b></p> <p><b>**Symposium Self-Critique (one per group) due to FT by noon</b></p>
Thursday Apr. 18	<i>Easter Break</i> Class cancelled		

<p>Tuesday Apr 23 Or Weds Apr 24</p>	<p>Schedule time to meet with FT to review documents that are due</p>	<p><i>Students bring drafts of completed forms to meeting with FT</i></p>	<p><b>*FINAL CHECKLIST</b>  <b>*Evidence of Group Initiative... form</b>  <b>*Co-investigator contribution form</b>  <b>*Dissemination form</b>  <b>*Final IRB report(s)</b>  <b>*Faculty-approved final paper emailed to Tina Forschler, cc to FT</b>  <b>*For CT, hand-written thank you note; clean copy of final paper</b>  <b>*All study materials to be stored at XU</b></p>
<p>Thursday Apr. 25</p>	<p><b>CPS Poster Symposium</b> Attend 4:30-6:00 pm</p>		



<p><b>Wednesday May 1</b></p>		<p><b><i>By 10:00 a.m.</i></b>  <b><i>*Email to JPE and Faculty Tutor final PPT presentation for symposium</i></b></p> <p><b><i>**Email JPE one 'fun fact' related to your research process/project</i></b></p> <p><b><i>**Email JPE phonetic pronunciation of your name if there is danger of mispronunciation</i></b></p>	
<p><b>Thursday May 2</b></p>	<p><b><i>Symposium</i></b>  <b>Kennedy Auditorium</b>  <b>4:00-8:00 p.m.</b></p>	<p>Arrive by 4:00 p.m., attendance until 8:00 p.m. mandatory</p>	

MOCT 631 Graduate Research Project I  
Spring 2019/Estes/Scheerer/Morress/Dunn

### *Check-List for Final Paper*

With each submission of the *Final Paper* (including MOCT 601 *First Write of 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, five percentage points will be deducted from that version's grade.

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

For MOCT 601 *First-Write of Final Paper* turn-in and first turn-in of MOCT 631 *Final Paper*:

- \_\_\_\_\_  1. All articles cited are placed in a binder in alphabetical order per 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
- \_\_\_\_\_  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 (5 per group member for Prospectus; an additional 5 per group member for three Proposal sections [combined]; 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 as evidenced by FT documenting approval of the article. Non-peer reviewed sources 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).
- \_\_\_\_\_ 9. Documentation that Clinical Tutor has reviewed and approved paper for FT grading.
- \_\_\_\_\_ 10. All identifying information is blacked-out (except upon FT approval and documentation of the same).
- \_\_\_\_\_ 11. All previously graded papers and grading criteria forms are submitted (i.e. Prospectus; Proposal Sections I, II, III; both versions of *First Write of Final Paper*).

Continued next page

*Check-List for Final Paper* (con't)

For each subsequent revision of *Final Paper*:

- \_\_\_\_\_ 1. All of above items are met or corrected (if unmet in previous version).
- \_\_\_\_\_ 2. Items #2 & #3 above are updated to reflect *Re-Write* due date.
- \_\_\_\_\_ 3. Changes are made to incorporate all FT feedback *and* revisions produced a higher level of quality of writing (this item must be present to receive additional points)

MOCT 631 Graduate Research Project

Spring 2019/Estes/Scheerer/Morress/Dunn

**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%

1. Contribution of 19%-24% = 10\* point reduction from project grade
2. Contribution of 18%-13% = 20\*\* point reduction from project grade
3. 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%

1. Contribution of 25%-32% = 10\* point reduction from project grade
2. Contribution of 24%-17% = 20\*\* point reduction from project grade
3. 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%

4. Contribution of 38%-49% = 10\* point reduction from project grade
5. Contribution of 37%-26% = 20\*\* point reduction from project grade
6. 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	<i>Specific</i> contributions of group member

MOCT 631 Graduate Research Project II  
Spring 2019/Estes/Scheerer/Morress/Dunn  
**FINAL PAPER - GRADING CRITERIA**

**Students:** \_\_\_\_\_

**Title of study:** \_\_\_\_\_

**Marked by:** \_\_\_\_\_ **Date** \_\_\_\_\_

Outlined below are the major areas of final report, their respective weightings for purposes of grading. The weightings serve only as guidelines and may be adjusted to suit the individual proposal being graded. The Problem, Review of Related Literature and Methods and Procedures sections were the major areas already marked in the proposal, therefore their weightings have been reduced in comparison to the weightings of the new sections presenting the Results, Discussion, Conclusions and Recommendations. These first three sections are marked again, however, to determine incorporation of previous suggestions for revision and to reflect changes in methodology and/or additions to the literature review required after implementing the project in the Spring semester.

The 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 final report, 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 incorporating feedback.

1st turn in            2<sup>nd</sup> turn in

\_\_\_\_\_

**I. The Problem/Introduction (5%)** *{Past tense as appropriate}*

- All sections (except Limitations) from Proposal Part I are included
- Effectively incorporated FT feedback from Proposal Part I, & First-Write of Final Paper
- Content is thorough, accurate, concise, cohesive; clear and logical organization
- Correct APA (6<sup>th</sup> ed.) formatting
- Lack of GSP errors
- Accurate paraphrasing

\_\_\_\_\_

**II. Literature Review (5%)**

- Effectively incorporated FT feedback from Proposal II, First-Write of Final Paper, and
- Includes Introduction that provides overview of LR
- Body of LR is developed by synthesizing previous literature and critically comparing, evaluating, and integrating findings of key studies
- Summary of LR synthesizes concepts in Body and provides logical progression of concepts culminating in your study's aim
- The Review is comprehensive (i.e. all-important works included) and references are appropriately related to the research area
- Content is thorough, accurate, concise, and cohesive; clear and logical organization
- Correct APA (6<sup>th</sup> ed.) formatting
- Lack of GSP errors
- Accurate paraphrasing

\_\_\_\_\_

**III. Methods and Procedures (5%)** *{Past tense}*

- All sections from Proposal Part III are included
- Effectively incorporated FT feedback from Proposal, First-Write of Final Paper, and Preliminary Final Paper
- Sufficient detail to permit replication by another researcher
- Methods and procedures show logical, thorough planning from beginning to end
- Content is thorough, accurate, concise, and cohesive;
- Clear and logical organization
- Correct APA (6<sup>th</sup> ed.) formatting
- Lack of GSP errors

1<sup>st</sup> 2<sup>nd</sup>

\_\_\_\_\_

**IV. Results/Findings (25%)**

- Results (data) are thoroughly and concisely summarized and presented in a clear, easy to understand fashion
- Descriptive statistics are inclusive and presented in clear, easy to understand fashion
- Quantitative results in the form of statistical tests are clearly explained
- Quantitative results include appropriate use of tables and graphs to present the data; tables and graphs enhance communicating of results
- Qualitative results are depicted by a synthesizing schematic diagrams or figure that is, easy to understand, creative, and well-representative of findings
- Content is thorough, accurate, concise, and cohesive; clear and logical organization
- Correct APA (6<sup>th</sup> ed.) formatting
- Lack of GSP errors

\_\_\_\_\_

**V. Discussion (30%)**

- Results are discussed in context of previous literature and includes adequate number of reference citations
- Offer explanations as to reason(s) the results agreed or disagreed with previous research
- Limitations in the study discussed
- Practical/clinical application of the findings/ suggestions for utilization of results is discussed.
- Content is thorough, accurate, concise, and cohesive; clear and logical organization
- Correct APA (6<sup>th</sup> ed.) formatting
- Lack of GSP errors
- Accurate paraphrasing

\_\_\_\_\_

**VI. Conclusions and Recommendations (20%)**

- Major findings of the study are clear and concise
- Conclusions are insightful and represent synthesis of other sections of paper
- Recommendations for future research are insightful and relevant and address how the present study could be improved or what other studies should be carried out as a result of the present study.
- Abstract meets APA standards and succinctly summarizes the major purpose and findings of the research?
- Content is thorough, accurate, concise, and cohesive; clear and logical organization
- Correct APA (6<sup>th</sup> ed.) formatting
- Lack of GSP errors

\_\_\_\_\_

**VII. Reference and Appendices (10%)**

- Material is properly referenced in the text per APA (6<sup>th</sup> ed.) standards
- References in reference list are cited per APA (6<sup>th</sup> ed.) format
- All references cited in the text are listed in the reference list
- All references in reference list are cited in paper
- Copies of all required materials are included as an Appendix

(1) (2)

\_\_\_\_\_ x .60 = \_\_\_\_\_ - \_\_\_\_\_ (Check-List form deductions) = \_\_\_\_\_  
(1)

\_\_\_\_\_ x .40 = + \_\_\_\_\_ - \_\_\_\_\_ (Check-List form deductions) = \_\_\_\_\_  
(2)

= \_\_\_\_\_ Final Grade for Paper



(Con't next page)

Comments:

After second turn-in:

- \_\_\_\_\_ Paper is acceptable for duplication and final submission
- \_\_\_\_\_ After editing per FT comments, paper is acceptable for duplication
- \_\_\_\_\_ Edit per FT comments and re-submit by \_\_\_\_\_
- \_\_\_\_\_ Edit per FT comments and re-submit by \_\_\_\_\_

Graduate Research Project II  
Spring 2019/Estes/Scheerer/Morress/Dunn  
*Poster Grading Rubric*

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

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

**Excellent/Exemplary:** Consistently exceeds minimum expectations for all criteria.

**Satisfactory:** Meets minimum expectations for most but not all criteria.

**Poor/Unacceptable:** Does not meet one or more criterion.

	Excellent/Exemplary	Satisfactory	Poor/Unacceptable
<b>1. Appearance, layout, readability</b> Professional appearing and attracts and holds viewer attention. Free of unnecessary detail. Color combinations are attractive, appropriate, and enhance appearance and readability of poster. Appealing arrangement of script and graphics and appropriate amount of white space provides a sense of balance. Script visible from 4-5'.	<b>15-14</b>	<b>13-10</b>	<b>9-0</b>
	Exceeds minimum requirements for all criteria such that poster can be used as an exemplary model for future students.	Meets minimum requirements for most criteria.	Does not meet minimum requirements for at least three of the criteria.
<b>2. Title</b> Title, authors, affiliations, and date are clearly displayed in the correct font size. Title is interesting and draws viewers to the poster.	<b>5</b>	<b>4</b>	<b>3</b>
	Poster title (including content and layout) exceeds expectations	Poster title (including content and layout) meet minimum expectations	Poster title (including content and layout) does not meet minimum expectations
<b>3. Background, Aims, Method</b> Background provides succinct and concise overview of problem and aim(s) clearly stated. Overview of Methods includes most salient information and clearly communicates study procedures. Content is free of GSP errors; logical order and flow, content is clear and easy to understand.	<b>25-23</b>	<b>22-19</b>	<b>18-0</b>
	Content is exemplary and exceeds minimum requirements for all criteria.	Exceeds minimum requirements for some criteria and meets minimum requirements for rest of criteria.	Does not meet minimum requirements for at least three of the criteria.
<b>5. Results &amp; Graphics</b> Results salient, thorough, clear, and prominent. Graphics are relevant, enhance depiction of Results, and clearly titled and cited (if relevant). Content is free of GSP errors; logical order and flow, content is clear and easy to understand. QR code reader leads to reference list.	<b>30-28</b>	<b>27-24</b>	<b>23-0</b>
	Content is exemplary and exceeds minimum requirements for all criteria.	Exceeds minimum requirements for some criteria and meets minimum requirements for rest of criteria.	Does not meet minimum requirements for at least three of the criteria.
<b>6. Discussion, Implications, Conclusions</b> Discussion ties most salient Results to context in literature. Implications are relevant, insightful, and inclusive. Conclusions are thorough and succinct. Content is free of GSP errors; logical order and flow, content is clear and easy to understand.	<b>25-23</b>	<b>22-19</b>	<b>18-0</b>
	Content is exemplary and exceeds minimum requirements for all criteria.	Exceeds minimum requirements for some criteria and meets minimum requirements for rest of criteria.	Does not meet minimum requirements for at least three of the criteria.

MOCT 631 Graduate Research Project II  
Spring 2019/Estes/Scheerer/Morress/Dunn

*College of Professional Sciences*  
*Graduate Research Symposium*

*Abstract*

Grading Criteria Form

*[Italicized information is CPS Abstract Submission Criteria]*

- \_\_\_\_\_/05 Length of Abstract is 200-500 words
- \_\_\_\_\_/15 Grammar/spelling/punctuation; professional word choice; information organized logically  
*[Communication: Abstract is organized, written clearly and free of errors]*
- \_\_\_\_\_/15 Background is clear, concise, and accurate and includes only most salient information.  
*[Background: Describes and connects the subject and context/background to the purpose of the investigation or conceptual paper in an organized, specific and concise manner]*
- \_\_\_\_\_/15 *Personal Statement: Provide a brief personal reflection and how your study is connected to your program.*
- \_\_\_\_\_/05 *Question: Clearly identifies research question or purpose of the area of study*
- \_\_\_\_\_/10 Methods and Procedures is clear, concise, and accurate and include most salient information  
*[Methods: outlines the methodology or resources used in the study or conceptual paper]*
- \_\_\_\_\_/20 Results/Discussion are clear, concise, and accurate and include most salient information  
*[Results/Discussion: Communicates what was discovered, accomplished, collected, or produced]*
- \_\_\_\_\_/15 Conclusions clear, concise, and accurate and include most salient information  
*[Conclusion: A brief summary of results and significance of results provided]*
- \_\_\_\_\_/100

*Symposium Presentation Grading Guidelines*

MOCT 631 Graduate Research Project II

Names of Presenters: \_\_\_\_\_

Title of Presentation: \_\_\_\_\_ Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Points Possible/Earned		Criteria
1.	15	Presentation Style: Speaker presence poised and professional; spoke clearly with appropriate volume, confidence, and enthusiasm; made consistent eye contact with audience; spoke freely without reading notes or slides; pacing promoted audience understanding
2.	10	Audio-Visual Aids: AV enhanced presentation by communicating key points in clear and creative ways; slides easy to read and understand
3.	10	Content: Presentation parts accorded appropriate amount of time (i.e. consistent with point-weighting for each)
		Quality of content: For each of the following sections, the most salient information is included and provides the audience with a clear understanding of key concepts
3A.	10	<ul style="list-style-type: none"> <li>• Introduction/Problem/Research Question</li> </ul>
3B.	05	<ul style="list-style-type: none"> <li>• Research Design and Data Collection</li> </ul>
3C.	15	<ul style="list-style-type: none"> <li>• Results</li> </ul>
3D.	15	<ul style="list-style-type: none"> <li>• Discussion/Implications</li> </ul>
3E.	10	<ul style="list-style-type: none"> <li>• Conclusions/Recommendations</li> </ul>
4.	10	Audience Q & A: Students engaged audience by confidently and appropriately responding to questions and/or facilitating quality discussion
<i>Minus</i>		Point deductions: Per FT discretion, points may be deducted for such issues that include but are not limited to inadequate time for Q & A or significantly superseding time limit
100		

**Comments (optional):**

**If relevant: Deduction of points for individual group member performance**

**Student** \_\_\_\_\_

\_\_\_\_\_  
Group Score      --      \_\_\_\_\_      =      \_\_\_\_\_  
Deductions      Individual member score

**Rationale for deduction of points:**

MOCT 631 Graduate Research Project II  
*Critique of Peer Presentation*

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

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

**PRESENTATION:**

Presenter(s)	Strength (One)	Suggestion (One)
1. (Name)		
2. (Name)		
3. (Name)		
4. (Name)		
Group Presentation		



*Group Initiative Grading Criteria*

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

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

FINAL 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.

<u>Final</u>	<u>Mid</u>		<b>19-20 points Excellent/Exemplary</b>	<b>17-18 points Satisfactory</b>	<b>16-0 points Poor/Unacceptable</b>
_____	_____	<b>1. Communication prior, during, after meetings</b> 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 always meets and frequently 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> 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 always meets and frequently 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> 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 always meets and frequently 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> 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 always meets and frequently 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> 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 always meets and frequently 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.

MOCT 631 Graduate Research Project II  
Spring 2019/Estes/Scheerer/Morress/Dunn  
**FINAL CHECK-LIST**

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

Student initials	Date completed & turned in	Acknowledgement that items are securely stored at clinical site &/or electronically	Item	Faculty initials acknowledging receipt of item
			1. Regulatory Binder meets Data Management Policy standards and is turned in to FT	
			2. Jump drive; transcripts (for Qual studies) (In labelled envelope per Data Management Procedures)	
			3. Raw data (In labelled envelope per Data Management Procedures)	
			4. Signed informed consent forms (In labelled envelope per Data Management Procedures)	
			5. All students initial that data is deleted from temporary electronic repository (e.g. Drop Box) and repository is deleted.	
			6. Acknowledgement of Co-Investigator form is completed and items agreed upon by all members of research team.	
			7. Plans for Research Dissemination form is completed and items agreed upon by all members of research team.	
			8. <i>IRB Progress Report</i> form for Expedited and Full Board protocols submitted. Date submitted to IRB: _____	
			9. Faculty-tutor approved final paper emailed to Tina Forschler and cc'd to faculty tutor	
			10. Hard-copy thank you letter to Clinical Tutor	
			11. Electronic <i>or</i> clean hard copy of final paper (per CT preference) sent to Clinical Tutor	

**MOCT 631 Graduate Research Project II**  
**ACKNOWLEDGEMENT OF CO-INVESTIGATOR CONTRIBUTION**  
**SPRING 2019/Estes/Scheerer/Morress/Dunn**

For purposes of determining the relative merit of different contributions members of the research team, the student and faculty tutor will review and rate the following considerations; discrepancies are discussed until consensus is reached.

Contribution

Member of Research Team

Directions -

Check which member(s) of the Team contributed each of the following factors:

Student 1	Student 2	Student 3	Student 4	Faculty Tutor	Clinical Tutor
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|--|-------|-------|-------|-------|-------|-------|
| 1. Person who proposed the research question:  | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. Person(s) who proposed the research design:                                       | _____ | _____ | _____ | _____ | _____ | _____ |
| 3. Person(s) who proposed the primary research methods & procedures                  | _____ | _____ | _____ | _____ | _____ | _____ |
| 4. Primary source of reference materials   | _____ | _____ | _____ | _____ | _____ | _____ |
| 5. Secondary source of reference materials   | _____ | _____ | _____ | _____ | _____ | _____ |
| 6. Person(s) who carried out the literature search                                   | _____ | _____ | _____ | _____ | _____ | _____ |
| 7. Contribution to written proposal  | _____ | _____ | _____ | _____ | _____ | _____ |
| 8. Person(s) who facilitated any requirements for approval to implement the research | _____ | _____ | _____ | _____ | _____ | _____ |
| 9. Person who proposed or designed the method of data analysis                       | _____ | _____ | _____ | _____ | _____ | _____ |
| 10. Person(s) who collected the data in implementing the research                    | _____ | _____ | _____ | _____ | _____ | _____ |
| 11. Person(s) who contributed to the analysis of the data                            | _____ | _____ | _____ | _____ | _____ | _____ |
| 12. Person(s) contributing to written research report of findings                    | _____ | _____ | _____ | _____ | _____ | _____ |
| 13. Other contributions? (please specify)  | _____ | _____ | _____ | _____ | _____ | _____ |

Add up number of check marks for each team member to determine the current relative contribution based on the above ratings

TOTAL	_____	_____	_____	_____	_____	_____
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Based on the relative contribution, please indicate:

(Name):      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
                 Primary      Secondary      Third      Fourth      Fifth  
                 Contributor      Contributor      Contributor      Contributor      Contributor

Signatures:

\_\_\_\_\_  
Student 1      Date

\_\_\_\_\_  
Student 2      Date

\_\_\_\_\_  
Student 3      Date

\_\_\_\_\_  
Student 4      Date

\_\_\_\_\_  
Faculty Tutor      Date

\_\_\_\_\_  
Clinical Tutor      Date





