Department of Occupational Therapy, School of Health Sciences

Instructor: Ranelle Nissen, PhD, OTR/L
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Course Number: OCTH 782
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Office: Virtual

Course Description
This is a required course in qualitative and quantitative research design, methodology, and data analysis. The student is expected to demonstrate a proficiency in research to understand, apply, and interpret qualitative and quantitative research methods and analyses. The course will include a review of basic research methodologies, introduction to software for data analysis, and application and interpretation of advanced level statistics.

Course Summary
Place course summary of activities here:

- 4 quizzes
- 15 weekly assignments
- 1 final project

See the Assessments section below for additional details.

WEEKLY OVERVIEW

<table>
<thead>
<tr>
<th>DAY</th>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Complete assigned reading(s) and/or review PowerPoint/Lecture</td>
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<tr>
<td>Tuesday</td>
<td>Post in discussion board (if applicable)</td>
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<tr>
<td>Wednesday</td>
<td>Prepare for collaborate session – identify questions</td>
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<tr>
<td>Thursday</td>
<td>Attend collaborate session(review recording)</td>
</tr>
<tr>
<td>Friday-Sunday</td>
<td>Complete assignment and quiz (if applicable) submit by Sunday at 11:59pm (your time zone)</td>
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OCTH 782: Advanced Research Design & Data Analysis
**Textbook Information**

Required textbook for the course:

IBM SPSS software [https://www.ibm.com/analytics/spss-statistics-software](https://www.ibm.com/analytics/spss-statistics-software) *(do not purchase or register for the free trial until the instructor provides more information during section III of the course)*

Recommended textbook for the course:

**Instructional Method**

This course will be facilitated entirely online via Desire2Learn: [Desire to Learn](http://d2l.sdbor.edu/), which you will use to:

- Communicate with your classmates and the instructor
- View lecture notes and video/audio recordings
- View and complete quizzes
- Submit coursework
- Access all required course materials (lecture recordings, lecture slides, required listening)
- Access supplemental materials (webliography of supplemental materials, etc.)
- Access your course progress and grade information

**Student Expectations**

First and foremost, students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus, as well as those in the [Online Student Handbook](http://d2l.sdbor.edu/). The latter contains important information about the various support services available to online students.

In terms of activities, each week there is detailed weekly overview that can be accessed via the “Course Home” page. The instructor will also provide regular updates during the week, so students should log into D2L to check for news *at least three times per week*, if not more frequently.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. As this is a two-credit-hour course, students should expect to dedicate around six (6) hours per week to course activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the [Technology Requirements](http://d2l.sdbor.edu/) towards the end of the syllabus.
One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

**Instructor Expectations**

The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends and holidays. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria, within a reasonable amount of time—see the **Assessments** section below for more detail.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the Online Student Handbook, The University of South Dakota, and the SDBOR.

**Course Objectives**

The overall goals for this course are based upon L. Dee Fink’s significant learning taxonomy. Fink posits that learning should be an interactive process that leads to knowledge gained that provides a lasting impact on the learner. There are 6 keys areas of Fink’s taxonomy: foundational knowledge, application, integration, human dimension, caring, and learning how to learn. The objectives for this course are based upon these six areas of learning.

Specific objectives for this course, as well as how they will be assessed, are listed below:

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVES</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Foundational Knowledge</td>
<td>• Weekly assignment</td>
</tr>
<tr>
<td>1. Understand the levels and applications of different qualitative and quantitative research design.</td>
<td>• Group assignment</td>
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<tr>
<td>2. Identify the correct parametric vs nonparametric test to conduct to analyze outcome data.</td>
<td>• Quizzes</td>
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<tr>
<td>3. Complete descriptive statistics by hand/calculator.</td>
<td>• Final project</td>
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<tr>
<td>4. Recall how to conduct higher level quantitative data analysis using software programs such as SPSS.</td>
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<td>5. Understand how to code qualitative data.</td>
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<td>6. Articulate the value of completing mixed-methods research.</td>
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<tr>
<td>Application</td>
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<tr>
<td>7. Conduct data analysis on a given data set to identify program/intervention outcomes.</td>
<td>• Weekly assignment</td>
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<tr>
<td>8. Evaluate current evidence to determine the validity of existing research for application in your practice.</td>
<td>• Journal club discussion</td>
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<tr>
<td></td>
<td>• Quizzes</td>
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</table>
Integration
9. Identify appropriate tests to analyze data in your capstone projects.
10. Utilize your knowledge of research design and analysis to effectively analyze literature used to develop your capstone proposal.

Human Dimension
11. View yourself as knowledgeable consumer of research.
12. Provide insight into current evidence to advocate for or against a particular intervention for your clients.

Caring
13. Identify the value of being a good consumer of research.

Learning How to Learn
15. Learn how to continue to advance your level of knowledge in understanding research design and analysis.
16. Know how to read a research study with critical analysis of the outcome measures reported.

Class Schedule & Coverage of Topics
Please see the “Class Schedule” link on the course homepage.

Lectures / Office Hours
Lectures will be facilitated via Collaborate, the university’s web-conferencing system, every Thursday NIGHT STARTING AT 8 pm CENTRAL TIME and will last approximately one hour.

IMPORTANT: Because this is an online, asynchronous course, attendance at the weekly live lecture is NOT a requirement; however, students not attending the live lecture are required to review the lecture recording.

All of the lecture slides and notes—which can be accessed before the lecture—and subsequent recordings of the lectures, will be made available under the Recordings area of the course module. Lecture recordings will generally be posted one day after the recording has taken place.

TIP: If you are viewing the lecture recording, it is NOT necessary to watch the entire recording all at once, nor do you need to watch it from start to finish. You can watch one part of the lecture, and then come back at a later time to watch the rest.
Assessments

Because of the online nature of this course, it is important that students receive regular feedback on their progress. To that end, there will be weekly participation requirements and assessments to assure that ample feedback is provided and that ample opportunity is provided to ask questions about the various course topics.

**IMPORTANT:** Late work will only be accepted—and/or make-up assessments will only be made available—under conditions such as a documented illness, family emergencies, etc., and will be provided solely at the discretion of the instructor. When possible, students should notify the instructor prior to missing any assessment.

Graded Assessments:

Quizzes x 4 (15 points each)

The quizzes will be administered via D2L and will be returned with feedback, either within a week after the due date, or when the last quiz has been submitted—**whichever is later**. Once graded, students will be able to go back into the quiz itself to view the feedback, as well as any questions answered incorrectly.

Quizzes will **NOT** be proctored—in other words, you will not need to go to a specific place to take them.

**WARNING:** Even though quizzes will not be proctored, you are **NOT** allowed to use any notes, your book, or any other materials or resources while taking the quiz.

In terms of composition:

- The quizzes will largely be multiple-choice questions and a few essay questions, but may also contain a few fill-in-the-blank, true/false or matching questions.

Quizzes are timed for 20 minutes. Exceptions to the time requirement will be noted in advance.

Graded Assessments: Final Project (15 points)

In addition to the exams, there will be one required final project due on the last day of the course.

**IMPORTANT:** At the discretion of the instructor, any project turned in past the due date will be docked five (5) points per day that it is past due; thus, any paper not turned in within ten days will receive zero points.

The final project provides an opportunity to not only demonstrate what you have learned in class, with respect to terminology, but also experience how to carry out an effective study. To that end, each student is required to create a study proposal based upon on your capstone project or your current clinical practice. The proposal will address the following areas:
• Abbreviated introduction and literature review
• Study purpose/research question
• Research design
• Participants
• Outcome measures
• Data analysis

**Graded Assessments:  Weekly Assignments x 15 (5 points each)**

There will be a required homework assignments each week due as specified on the course schedule worth 5 points each.

**IMPORTANT:** At the discretion of the instructor, any assignment turned in past the due date will be docked five (5) points per day that it is past due; thus, any paper not turned in within ten days will receive zero points.

These provide an opportunity to demonstrate what you have learned in class, with respect to research design and analysis.

Papers **MUST** be submitted in a format compatible with D2L (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS) via D2L Dropbox—not through course mail. Feedback and grades will be available in the Grades feature of D2L within one (1) week after the due date, unless otherwise stated.

**Graded Assessments: Discussions**

For some sections of the course, there will be an associated discussion on topics covered. The discussion board requirement will be the weekly assignment for that week. Students will need to post at least one direct response to the instructor’s posting and at least one response to another member’s response.

When posting in the discussions, each student must abide by the “Netiquette” section in the Online Student Handbook. Additionally, each student will need to post a substantive response to the question or questions posed by the instructor, and then reply substantively to another student’s response. A substantive response is more than simply saying, “I agree,” or “I disagree;” rather, it will provide arguments to support the student’s response.

Participation in the discussions is required and will be worth five (x) points, awarded according to this rubric:

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting a response by Friday @ 11:59 PM (your time zone)</td>
<td>1</td>
</tr>
<tr>
<td>Substantiveness of initial posting</td>
<td>1</td>
</tr>
<tr>
<td>Responding to peer posting</td>
<td>1</td>
</tr>
<tr>
<td>Substantiveness of peer posting response</td>
<td>1</td>
</tr>
</tbody>
</table>
As stated in the rubric, your initial response is due by **Friday @ 11:59 PM (your time zone)**. If you do not post your initial response by this time, you will lose one point.

Weekly discussions will close on **Sunday @ 11:59 PM (your time zone)**, so you must complete all requirements by that time or you will lose points for whatever requirements are incomplete.

Discussion participation will be assessed at the conclusion of each discussion topic on the level and quality of participation. In general, the instructor will provide summary feedback via course mail, and individual feedback and grades in the **Grades** section of the course. All feedback will be returned within a week of the due date, unless otherwise noted by the instructor.

## Participation / Attendance

Participation/attendance is of the utmost importance and will be measured in two ways:

If:

- more than one weekly discussion absence is recorded, or
- more than one weekly assessment is incomplete

The instructor may lower the student's final grade by two (2) percentage points per additional absence. Anyone missing two or more times, or who is not otherwise satisfying the course’s expectations, may be withdrawn from the course at the instructor’s discretion. Should this be the case, the student will receive a grade of “W” on his/her official transcript and will not receive a refund.

## Course Point Total

Given the types of assessments and number of points each is worth, the total number of points in the course is broken down as follows:

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>4 quizzes @ 15 points each</td>
<td>60 points</td>
</tr>
<tr>
<td>15 weekly assignments @ 5 points each</td>
<td>75 points</td>
</tr>
<tr>
<td>1 Final Project @ 15 points</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>150 points</strong></td>
</tr>
</tbody>
</table>

**Note:** the actual number of points in the course may vary slightly from this. The instructor reserves the right to change the syllabus at her discretion. If such cases, you will be notified immediately.
Grading

Your grade is calculated using straight percentages:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Spring Points (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>135 – 150</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>120 – 134</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>105 – 119</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>90 – 104</td>
</tr>
<tr>
<td>F</td>
<td>up to 59%</td>
<td>up to 89</td>
</tr>
</tbody>
</table>

**IMPORTANT:** You can check your current grade at any time during the semester by clicking on the Grades link. You will also be able to check the grades for any assessment, as well as feedback on those assessments, using this link as well.

Technology Requirements

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in the handbook, this course has three other requirements:

1. All students should have the ability to submit assignments in Word, Excell or SPSS file. USD makes Microsoft Office available for free to all students. For more information, please visit the USD Technology page: ITS Helpdesk [http://www.usd.edu/technology](http://www.usd.edu/technology)

SPSS is available at low cost to students and is required for this course.

2. This course makes use of a web-conferencing solution, for the live lectures/office hours, as well as the lecture recordings. If you plan on participating in the live sessions, it is recommended that you either purchase a USB multimedia headset—earphones with a microphone—or you have a phone available to conference into the session, so that you can ask questions instead of typing them. Headsets can be purchased online, or from your local retailer (Walmart, Best Buy, Radio Shack, etc.), for around $15-$30 depending on the brand and model (Logitech is recommended).

Student Resources:

The University of South Dakota provides a number of useful services to students:

- **Online Student Handbook:**
  This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
    - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
○ Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
○ Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

● myUSD Portal (USD Portal - http://my.usd.edu/):
The myUSD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  ○ WebAdvisor
  ○ I.D. Weeks Library

● The USD Writing Center (Writing Center - http://www.usd.edu/academics/writing-center):
The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.

Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
  a. Given a zero for that assignment.
  b. Allowed to rewrite and resubmit the assignment for credit.
  c. Assigned a reduced grade for the course.
  d. Dropped from the course.
  e. Failed in the course.

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.
**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](http://www.usd.edu/diversity).