

CACHET Technical Report Template

A nice standard XeLaTeX template for technical reports written and published by the Copenhagen Center for Health Technology.

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Summary

This is a XeLaTeX template for technical reports written in the Copenhagen Center for Health Technology (CACHET)¹.

¹www.cachet.dk

Preface

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Acknowledgements

This template is based on the Laursen's DTU Thesis template.

Contents

Summary	i
Preface	iii
Acknowledgements	v
Contents	vii
List of Figures	ix
Todo list	xi
1 Introduction	1
2 Heading on Level 0 (chapter)	3
2.1 Heading on Level 1 (section)	3
2.2 Lists	4
3 Example Chapter	7
3.1 Torquent Arcu	8
3.2 Luctus	10
3.3 Sollicitudin vestibulum	11
4 Analysis of Data	13
4.1 Usage Adherence Data	13
4.2 Perceived Usefulness and Usability Data	15
5 Conclusion	17
A The Simple Usability Scale (SUS)	19
B R Script for Plotting Data	21
B.1 Plotting Usage Adherence Data	21
B.2 Generating Diverging Stacked Bar Charts for Likert Scale Data	23
C Acronyms	25

Bibliography

27

List of Figures

3.1	Short caption to special figure	8
3.2	loop performance comparison	9
3.3	This is the caption I wrote	11
4.1	Usage of a system over time. Top: Usage patterns for each of the ten participants. Bottom: Total usage pattern	14
4.2	Diverging stacked bar chart of the data in Table 4.2	16
A.1	The Simple Usability Scale (SUS) Questionnaire	20

Todo list

- 3.0 (1) Make a cake 7
- 3.0 (2) Do it now 7
- Figure: 3.0 (3) This is some text that is with the todo and in the figure 8
- Figure: 3.1 (4) This is some text that is with the todo and in the figure 9
- Figure: 3.1 (5) This is some text that is with the todo and in the figure 9
- Figure: 3.2 (6) This is some text that is with the todo and in the figure 11

CHAPTER 1

Introduction

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CHAPTER 2

Heading on Level 0 (chapter)

Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language.

2.1 Heading on Level 1 (section)

Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language.

2.1.1 Heading on Level 2 (subsection)

Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written

in of the original language. There is no need for special content, but the length of words should match the language.

2.1.1.1 Heading on Level 3 (subsubsection)

Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language.

Heading on Level 4 (paragraph) Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language.

2.2 Lists

2.2.1 Example for list (itemize)

- First item in a list
- Second item in a list
- Third item in a list
- Fourth item in a list
- Fifth item in a list

2.2.1.1 Example for list (4*itemize)

- First item in a list
 - First item in a list
 - * First item in a list
 - First item in a list

- Second item in a list
- * Second item in a list
- Second item in a list
- Second item in a list

2.2.2 Example for list (enumerate)

1. First item in a list
2. Second item in a list
3. Third item in a list
4. Fourth item in a list
5. Fifth item in a list

2.2.2.1 Example for list (4*enumerate)

1. First item in a list
 - a) First item in a list
 - i. First item in a list
 - A. First item in a list
 - B. Second item in a list
 - ii. Second item in a list
 - b) Second item in a list
2. Second item in a list

2.2.3 Example for list (description)

First item in a list

Second item in a list

Third item in a list

Fourth item in a list

Fifth item in a list

2.2.3.1 Example for list (4*description)

First item in a list

First item in a list

First item in a list

First item in a list

Second item in a list

Second item in a list

Second item in a list

Second item in a list

CHAPTER 3

Example Chapter

- Upright shape
- *Italic shape*
- *Slanted shape*
- SMALL CAPS SHAPE
- Medium series
- **Bold sereies**
- Roman family
- Sans serif family
- Typewriter family

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a cake

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3.0 (2) Do
it now

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3.1 Torquent Arcu

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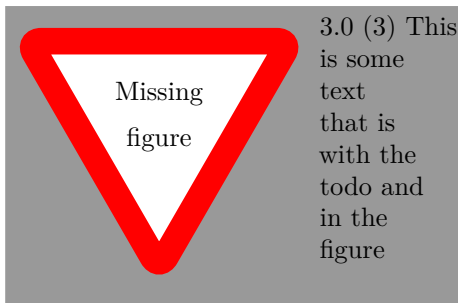


Figure 3.1: This is my special figure. Aliquam ultricies, arcu quis tempor rhoncus, tellus nisl tempus justo, condimentum tempor erat odio ac purus. Integer quis ipsum felis. Aliquam volutpat, leo ac consequat egestas, lectus lacus adipiscing quam, id iaculis dolor quam in erat. Phasellus tempor interdum arcu quis vestibulum.

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e		e	e

Table 3.1: This is a caption to the table.

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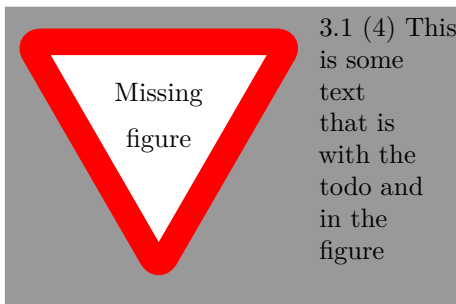
3.1.1 Vestibulum

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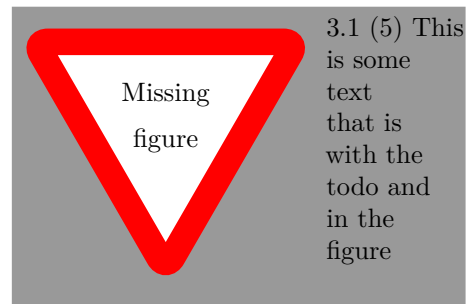
```

1 # This is a comment
2 import easy
3 str = "I am a string"
4 str2 = "Now i have an awesome string with ` ' ' ` which are not TeX'ed"
5 str3 = "What about awesome unicode characters? Like ", , ", Ω, ç. \" This"
6 def fib(n):
7     if n == 0:
8         return 0
9     elif n == 1:
10        return 1
11    else:

```



(a) 1 pass



(b) 5 passes

Figure 3.2: loop performance comparison.

```

12     return fib(n-1) + fib(n-2)
13 str4 = "Yes it is possible with 80 charactes. Which this string proves. Wiiii."
14 str5 = "It adjusts according to the spine"

```

Listing 3.1: Fibonacci.

3.2 Luctus

Praesent et pellentesque arcu. Phasellus venenatis mi eu lorem convallis et iaculis ante aliquet. Aenean rhoncus placerat metus, vel convallis leo suscipit eu. Integer dapibus venenatis commodo. Cras laoreet faucibus sem nec luctus. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Cras consectetur lacinia dolor at gravida. Phasellus ipsum arcu, vulputate fermentum ultricies eget, tempor eu odio. Aenean accumsan vestibulum risus a mattis. See it on Algorithm 1.

Algorithm 1 Modified mini-batch K -means

- 1: Given: K , mini-batch size B , iterations T , dataset X , correlation matrix P .
- 2: Initialize $C = \{\mathbf{c}^{(1)}, \mathbf{c}^{(2)}, \dots, \mathbf{c}^{(K)}\}$ with random \mathbf{x} 'es picked from X .
- 3: $A \leftarrow B \cdot T$ sorted random indexes to X , denoted $a_1, a_2, \dots, a_{B \cdot T}$.
- 4: $X' \leftarrow \{\mathbf{x}^{(a_1)}, \mathbf{x}^{(a_2)}, \dots, \mathbf{x}^{(a_{B \cdot T})}\}$ ▷ Cache all points
- 5: **size** $\leftarrow 0$
- 6: **for** $i = 1$ to T **do**
- 7: $M \leftarrow B$ examples picked randomly from X'
- 8: **for** $\mathbf{x} \in M$ **do** ▷ Assignment step
- 9: $\mathbf{d}[\mathbf{x}] \leftarrow f(C, \mathbf{x}, P)$ ▷ Cache closest center
- 10: **end for**
- 11: **for** $\mathbf{x} \in M$ **do** ▷ Update step
- 12: $\mathbf{c} \leftarrow \mathbf{d}[\mathbf{x}]$ ▷ Get cached center for current \mathbf{x}
- 13: **size** $[\mathbf{c}] \leftarrow \mathbf{size}[\mathbf{c}] + 1$ ▷ Update cluster size
- 14: $\eta \leftarrow \frac{1}{\mathbf{size}[\mathbf{c}]}$ ▷ Get learning rate
- 15: $\mathbf{c} \leftarrow (1 - \eta)\mathbf{c} + \eta\mathbf{x}$ ▷ Take gradient step
- 16: **end for**
- 17: **end for**
- 18: **return** C, \mathbf{size}

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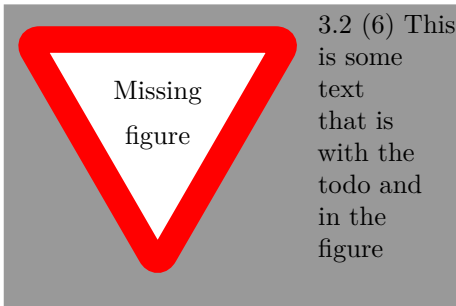


Figure 3.3: This is the caption I wrote.

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3.3 Sollicitudin vestibulum

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```
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10        return 1
11    else:
12        return fib(n-1) + fib(n-2)
13 str4 = "Yes it is possible with 80 charactes. Which this string proves. Wiiii."
14 str5 = "It adjusts according to the spine"
```

Listing 3.2: Fibonacci2.

CHAPTER 4

Analysis of Data

This chapter provides some examples of tables and graphs. Examples are from the CACHET Unified Methodology for Assessment of Clinical Feasibility (CUMACF) methodology.

4.1 Usage Adherence Data

Table 4.1 shows a fictive data set for usage adherence. All number are days. Using the following simple formula, adherence pr. participant can be calculated, as shown in the last column of Table 4.1:

$$adherence = \frac{usage}{length - downtime}$$

Note that the *instructed* number of days are not included in the calculation of adherence. However, if the actual length of study for each participant is unavailable, the instructed length may substitute this. This will, off course, provide a lower adherence rate. Note also, that the *total adherence* is calculated using the formula above – in this case it is 92%. Using the average of each participant’s adherence rate is, however, misleading as the overall adherence rate. This is illustrated in Table 4.1, where the average adherence rate is 87%. This is lower, since the adherence rate for the ‘short’ studies (P7 and P8) are low.

Table 4.1: Example of usage adherence data collected. In this example, all reported number are days of a study..

participant	instr.	length	downtime	usage	adherence
P1	183	170	3	165	99%
P2	183	120	2	101	86%
P3	183	73	2	45	63%
P4	183	173	1	156	91%
P5	183	108	1	105	98%
P6	122	93	1	91	99%
P7	61	45	2	23	53%
P8	30	23	0	20	87%
P9	183	194	1	191	99%
P10	183	118	3	115	100%
total		1.117	16	1.012	92%
avg.					87%

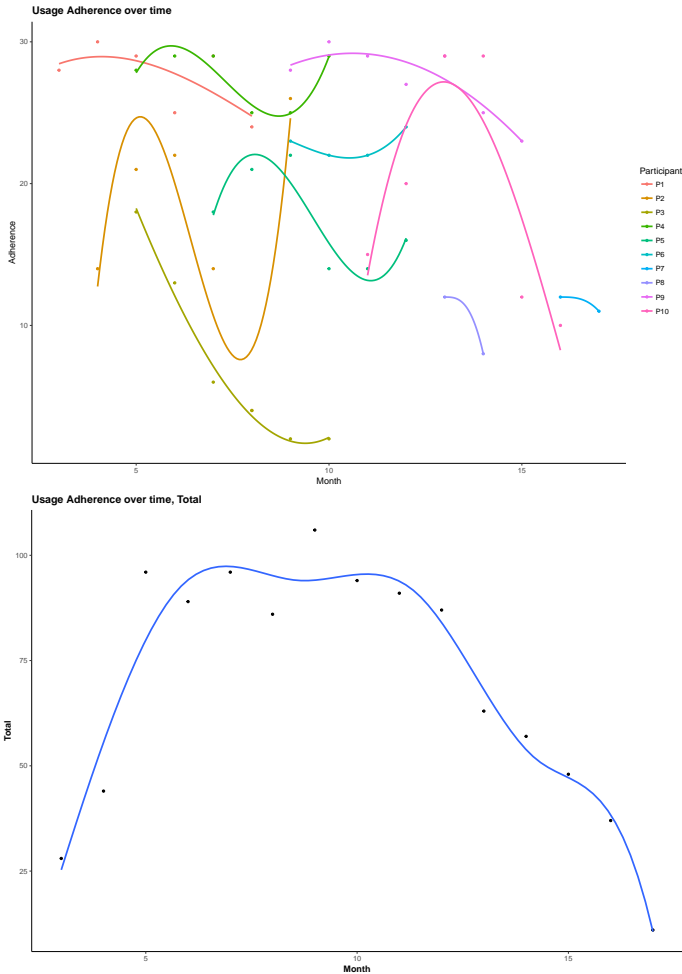


Figure 4.1: Usage of a system over time. Top: Usage patterns for each of the ten participants. Bottom: Total usage pattern.

Figure 4.1 provides an example of how to illustrate usage adherence over time. In this example, the usage from the ten participants listed in Table 4.1 is shown on a monthly basis over a period of 15 month (month 3 to 17). The top figure shows the usage patterns for each of the ten participants with a smoothed curve fitted to the data points. Participants show different usage patterns. For example, P2 initially starts using the system, but ends up with limited use of the system, whereas P10 starts out low, but gradually increase her/his usage. The bottom figure shows the overall usage. This latter figure can illustrate the overall diffusion of the technology.

According to the theory of diffusion of technology (innovation), this should be a normal distribution over time [Rog03]. This trend is recognized in Figure 4.1; usage gradually grows from month 3, raising to a plateau in months 7 to 12, after which it declines. This patterns is, of course, contingent to the specific details of the study; in our example, the study period is 6 months and participants did not use the system beyond this period. Figure 4.1 is generated from an R script, which is available in Appendix B.

4.2 Perceived Usefulness and Usability Data

The CUMACF questionnaire is applying a 5-point Likert scale of; ‘strongly disagree’, ‘disagree’, ‘neither agree nor disagree’, ‘agree’, and ‘strongly agree’, with numerical scores from 1–5. The question is how to represent the results of a survey using such a 5-point Likert. One common practice is to take the mean. However, as pointed out by Robbins et al. [R+11], it is controversial since there is no assurance that there is even spacing between the descriptions of attitude. There is no reason to assume that the distance between agree and strongly agree is the same as the distance from agree to neither agree nor disagree. However, even if it were acceptable to take means, it is not very useful. For example, if we look at the example survey data in Table 4.2, the first three questions (HE1–3) provides the same mean (24.0), but there is a big difference between HE1 where respondents are concentrated at both ends of the scale, and HE2 in which all respondents are all neutral. Hence, based on the response to HE1 it would be very wrong to conclude that “on average, respondents were *neutral* as to whether the system would be useful for handling diabetes”.

Table 4.2: Example of survey data from the CUMACF perceived usefulness and usability questionnaire. The center figures are the number of respondents in each category, and total and average scores are on the right..

#	Question	Strongly					Scores	
		Disagree	Disagree	Neutral	Agree	Agree	Total	Avg.
HE1	Usefulness	20	0	0	0	20	120	24.0
HE2	Adherence	0	0	40	0	0	120	24.0
HE3	Behavior	10	10	0	10	10	120	24.0
HE4	Health	12	2	4	6	23	167	33.4
HE5	Efficiency	2	14	32	21	3	225	45.0
HE6	Productivity	32	2	3	12	2	103	20.6
HE7	Quality	10	2	4	1	23	145	29.0
HE8	Safety	4	14	2	33	3	185	37.0
EE1	Usability	12	2	5	2	3	54	10.8
EE2	Understandable	10	2	4	6	23	165	33.0
EE3	Learning	4	2	23	12	11	180	36.0
EE4	Easy	28	11	5	4	3	96	19.2
EE5	Skillful	18	2	4	6	11	113	22.6
EE6	Information	4	14	32	15	3	203	40.6
EE7	Interface	5	21	5	4	3	92	18.6
EE8	Pleasure	12	14	11	3	4	105	21.0
EE9	Features	4	4	3	44	12	257	51.4

Robbins et al. [R+11] discuss different ways to present and visualize Likert scale data and recommend to present data in (i) a table and (ii) as a so-called ‘diverging stacked bar chart’. As an example, we can look at the data in Table 4.2, which is visualized in a diverging stacked bar chart in Figure 4.2. Figure 4.2 is generated from an R script (originally proposed by Heiberger & Robbins [HR14]). The R script is available in Appendix B.

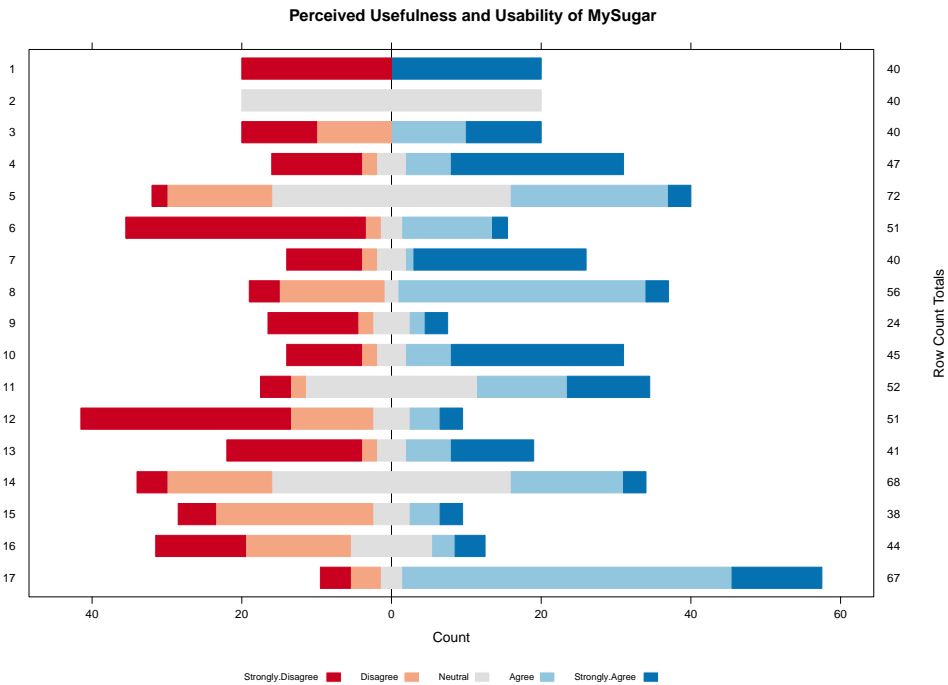


Figure 4.2: Diverging stacked bar chart of the data in Table 4.2.

CHAPTER 5

Conclusion

Morbi pharetra ligula integer mollis mi nec neque ultrices vitae volutpat leo ullamcorper. In at tellus magna. Curabitur quis posuere purus. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Suspendisse tristique placerat feugiat. Aliquam vitae est at enim auctor ultrices eleifend a urna. Donec non tincidunt felis. Maecenas at suscipit orci.

APPENDIX **A**

The Simple Usability Scale (SUS)

The Simple Usability Scale (SUS) was designed at Digital Equipment Corporation (DEC) in 1986 and is a simple, ten-item scale giving a global view of subjective assessments of usability [Bro+96]. It covers a variety of aspects of system usability, such as the need for support, training, and complexity, and thus has a high level of face validity for measuring usability of a system. The SUS scale is generally used after the respondent has had an opportunity to use the system being evaluated, but before any debriefing or discussion takes place.

The so-called *SUS score* yields a single number representing a composite measure of the overall usability of the system being studied. Note that scores for individual items are not meaningful on their own. To calculate the SUS score, first sum the score contributions from each item. Each item's score contribution will range from 0 to 4. For items 1,3,5,7,and 9 the score contribution is the scale position minus 1. For items 2,4,6,8 and 10, the contribution is 5 minus the scale position. Multiply the sum of the scores by 2.5 to obtain the overall SUS score [0–100].

	Strongly disagree								Strongly agree	
1. I think that I would like to use this system frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
2. I found the system unnecessarily complex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
3. I thought the system was easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
4. I think that I would need the support of a technical person to be able to use this system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
5. I found the various functions in this system were well integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
6. I thought there was too much inconsistency in this system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
7. I would imagine that most people would learn to use this system very quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
8. I found the system very cumbersome to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
9. I felt very confident using the system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
10. I needed to learn a lot of things before I could get going with this system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5

Figure A.1: The Simple Usability Scale (SUS) Questionnaire.

APPENDIX B

R Script for Plotting Data

B.1 Plotting Usage Adherence Data

The following matrix shown the raw adherence scores used in the example shown in Table 4.1 and plotted in Figure 4.1.

#	Month	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total
1	3	28	NA	NA	NA	NA	NA	NA	NA	NA	NA	28
2	4	30	14	NA	NA	NA	NA	NA	NA	NA	NA	44
3	5	29	21	18	28	NA	NA	NA	NA	NA	NA	96
4	6	25	22	13	29	NA	NA	NA	NA	NA	NA	89
5	7	29	14	6	29	18	NA	NA	NA	NA	NA	96
6	8	24	12	4	25	21	NA	NA	NA	NA	NA	86
7	9	NA	11	2	20	22	23	NA	NA	28	NA	106
8	10	NA	12	2	14	14	22	NA	NA	30	NA	94
9	11	NA	11	NA	NA	14	22	NA	NA	29	15	91
10	12	NA	NA	NA	NA	16	24	NA	NA	27	20	87
11	13	NA	NA	NA	NA	NA	NA	NA	12	29	22	63
12	14	NA	NA	NA	NA	NA	NA	NA	8	25	24	57
13	15	NA	NA	NA	NA	NA	NA	NA	NA	23	25	48
14	16	NA	NA	NA	NA	NA	NA	12	NA	NA	25	37
15	17	NA	NA	NA	NA	NA	NA	11	NA	NA	NA	11

The following R scrips is used to generate the plots in Figure 4.1.

```
1 # A simple example of plotting fitted curves for usage adherence pr.  
2   participant and in total  
3 # Jakob E. Bardram, 2017  
4 library(ggplot2)  
5 library(xts)  
6 library(zoo)  
7  
8 #loading adherence data
```

```

9 adherence <- read.csv("~/Dropbox/WRITINGS/2017.CACHET.User.Study.Methodology
10 /method/adherence.csv", sep=";")
11
12 # stacking the data into three columns [Month, Adherence, Participant] which
13 # is to be used by ggplot next
14 # note that the first and last columns of the adherence data are not
15 # included (Month and Total)
16 col_count <- ncol(adh_data) - 1
17 adh_frame <- data.frame(adh_data["Month"],stack(data.frame(coredata(adh_data
18 [c(2:col_count)]))))
19 names(adh_frame) <- c("Month", "Adherence", "Participant")
20
21 # creating a theme for the graphs
22 t <- theme(panel.background=element_rect(fill = "white"),
23 panel.grid.minor = element_blank(),
24 panel.grid.major = element_blank(),
25 axis.line = element_line(colour = "black", size = 0.3),
26 legend.background=element_rect(fill = "white"),
27 legend.key=element_rect(fill = "white"),
28 title = element_text(lineheight=.8, face="bold")
29 )
30
31 # plotting the data for all participants - showing both points and a smooth
32 # 'spline' trend line
33 plot <- ggplot(adh_frame, aes(x=Month, y=Adherence, color=Participant))
34 plot <- plot + geom_point(aes(x=Month, y=Adherence, color=Participant), size
35 = 1)
36 plot <- plot + geom_smooth(method = "lm", formula = y ~ splines::bs(x, 4),
37 se = FALSE)
38 plot <- plot + ggtitle("Usage Adherence over time")
39 plot <- plot + t
40 plot
41
42 #stacking the Total column
43 adh_total <- data.frame(adh_data["Month"],data.frame(adh_data["Total"]))
44
45 #plotting the Total adherence over time, smooth
46 plot2 <- ggplot(adh_total, aes(x=Month, y=Total))
47 plot2 <- plot2 + geom_point(aes(x=Month, y=Total), size = 1)
48 plot2 <- plot2 + geom_smooth(method = "lm", formula = y ~ splines::bs(x, 7),
49 se = FALSE)
50 plot2 <- plot2 + ggtitle("Usage Adherence over time, Total")
51 plot2 <- plot2 + t
52 plot2
53
54 # a plot of the data as a stacked area chart -- not smoothing, so not so
55 # nice...
56 plot3 <- ggplot(adh_frame, aes(x=Month, y=Adherence, color=Participant))
57 plot3 <- plot3 +
58 geom_area(aes(colour = Participant, fill= Participant), position = 'stack'
59 )
60 plot3 <- plot3 +
61 theme(panel.background=element_rect(fill = "white"),
62 panel.grid.minor = element_blank(),

```

```

54     panel.grid.major = element_blank(),
55     axis.line = element_line(colour = "black", size = 0.3),
56     legend.background=element_rect(fill = "white"),
57     legend.key=element_rect(fill = "white"),
58     plot.title = element_text(lineheight=.8, face="bold")
59 )
60
61 plot3

```

B.2 Generating Diverging Stacked Bar Charts for Likert Scale Data

The R script generating the so-called ‘Diverging Stacked Bar Charts’ for Likert scales visualization was originally proposed by Heiberger & Robbins [HR14]). The following R script is used to generate Figure 4.2 from the data in Table 4.2 (without the ‘Total’ and ‘Avg.’ columns). The script is adopted from a script proposed by ‘Wesley’ at r-bloggers.com¹.

```

1 # A simple example of a 'Diverging Stacked Bar Chart' for Likert Scale data
2   on perceived usefulness and usability
3 # Based on example from https://www.r-bloggers.com/plotting-likert-scales/
4 # Jakob E. Bardram, 2017
5
6 require(grid)
7 require(lattice)
8 require(latticeExtra)
9 require(HH)
10
11 #loading survey data
12 sgbar.likert<- survey
13 title<-"Perceived Usefulness and Usability of MySugar"
14
15 # A very simple plot -- out of the box
16 plot.likert(sgbar.likert, main=title)
17
18 # Changing the color palette
19 pal<-brewer.pal((numlevels-1),"RdBu")
20 pal[ceiling(numlevels/2)]<-"#DFDFDF"
21 # A slightly more tailored plot
22 plot.likert(sgbar.likert,
23             main=title,
24             col=pal,
25             reference.line.col=c('black'),
26             strip.left=FALSE,
27             rightAxis=TRUE,
28             sub="5-point Likert Scale"

```

¹<https://www.r-bloggers.com/plotting-likert-scales/>

28 |)

.

APPENDIX

Acronyms

CACHET	Copenhagen Center for Health Technology
EBM	evidence-based medicine
RCT	randomized controlled trial
JMIR	Journal of Medical Internet Research
HCI	human-computer interaction
CUMACF	CACHET Unified Methodology for Assessment of Clinical Feasibility
UTAUT	Unified Theory of Acceptance and Use of Technology
PSSUQ	Post-Study System Usability Questionnaire
BCW	Behavior Change Wheel
SUS	Simple Usability Scale
TAM	Technology Acceptance Model
SCAN	Schedules for Clinical Assessment in Neuropsychiatry
PHQ	Patient Health Questionnaire
HRV	heart rate variability

Bibliography

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- [HR14] Richard M Heiberger and Naomi B Robbins. “Design of diverging stacked bar charts for Likert scales and other applications”. In: *Journal of Statistical Software* 57.5 (2014), pages 1–32.
- [R+11] Naomi B Robbins, Richard M Heiberger, et al. “Plotting Likert and other rating scales”. In: *Proceedings of the 2011 Joint Statistical Meeting*. 2011, pages 1058–1066.
- [Rog03] Everett M. Rogers. *Diffusion of Innovations*. 5th edition. Simon and Schuster, 2003.

