REH 6230: Introduction to Rehabilitation Research
Utah State University
Department of Special Education and Rehabilitation
Rehabilitation Counseling Program
Fall 2014

Day & Time: Wednesdays, 5:00 PM – 7:30 PM (Mountain Time, MT)

Location: 105 Human Services Research Center (HSRC) and online

Instructor: Kathleen (Kat) Oertle, PhD, CVT, CRC

Contact Information and Office Hours:
Office Phone: (435) 797-3241
Email: kathleen.oertle@usu.edu and through Canvas
Office: Emma Eccles Jones College of Education and Human Services, Room 316
Office Hours/Availability: I am available in-person or by telephone or video conferencing on Wednesdays 2:00 PM to 4:00 PM (MT) or by appointment.

Online Classroom:
To enter the online classroom through Adobe Connect. Enter as a guest and type your name in the box.

If you need assistance with the technology or you are having problems during class (e.g., sound, picture, etc.), contact the USU Service Desk at 877-878-8325 or 435-797-4357 (797-help) or servicedesk@usu.edu

Required Technology:
All students are required to have functioning microphones and web cameras. Having functioning equipment is critical for participation. It is your responsibility to have working equipment. Students who do not have a working equipment may be asked to leave class.

Review the “Speakers, Microphone, and Camera Operation Guide” posted to Canvas.

Please Note: The information provided in this syllabus is an estimate. I reserve the right to adjust the schedule, assignments, course structure, etc…to meet the learning needs of the class. Also, additional readings will be assigned as the class progresses. You will be given adequate warning, and the readings will be posted in Canvas.
Required Readings:


4. CRCC Code of Ethics (Section I)

5. There will also be readings assigned that will be available on Canvas.

Course Objectives

Upon completion of this course, the successful student will possess foundational knowledge of the philosophy, science, and practice of research; and the specialized knowledge of the use and issues of research in rehabilitation.

The purpose of this course is to teach the rehabilitation counseling student the skills necessary to be a good consumer of rehabilitation research as well as introduce the skills required for effective research and evaluation practices. These skills include the ability to locate, review, and evaluate relevant literature; select, implement, and evaluate practices using research principles; and understand how each practitioner can contribute to the general body of knowledge.

<table>
<thead>
<tr>
<th>IDEA Learning Objectives</th>
<th>REH6230 Learning Outcomes</th>
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<tbody>
<tr>
<td>Learning to apply course materials (to improve rational thinking, problem solving and decisions)</td>
<td>Students will demonstrate skills in applying research literature to practice (e.g., critique research literature, select evidence-based practices for implementation). Students will demonstrate the ability to apply knowledge of ethical, legal, and cultural issues in research and program evaluation processes (e.g., discuss and identify human subjects’ risks and benefits).</td>
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<td>Learning how to find and use resources for answering questions or solving problems.</td>
<td>Students will demonstrate the ability to locate and retrieve research to address questions regarding professional practice.</td>
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<tr>
<td>IDEA Learning Objectives</td>
<td>REH6230 Learning Outcomes</td>
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<tr>
<td>Review the literature, identify gaps, and recommend areas for future investigation.</td>
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<tr>
<td>Students will demonstrate the ability to critique research articles, use data to support professional opinion, provide and respond to peer feedback, and articulate their knowledge of the field of rehabilitation.</td>
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Course Expectations

- Show up – attend and participate in class...this matters
- Keep up – read before class and complete the assignments on time...this matters too
- Speak up – communicate and ask for assistance when you need it. . .this matters too...it really does, trust me 😊

Aligned with the Code of Professional Ethics for Rehabilitation Counselors, participants in this course are expected to function with a “fundamental spirit of caring and respect” and act under the guidelines of the six principles of ethical behavior:

- Autonomy: To respect the rights of individuals to be self-governing within their social and cultural framework.
- Beneficence: To do good to others; to promote well-being.
- Fidelity: To be faithful; to keep promises and honor the trust placed in you.
- Justice: To be fair in the treatment of all.
- Nonmaleficence: To do no harm to others.
- Veracity: To be honest.

In our instructional format, distractions to you and the class can be many! These distractions can be managed if we work together. Please make sure that you are using a space with limited distractions (e.g., private room) and you ask those around you to respect your classroom time by providing you with privacy. If you must attend to something other than the class...please do so with as minimal of a disruption to the class as possible.

Learning Assessments and Interpretation (i.e., Course Grades)
1. **Attendance and Participation** (10 points per class x 15 classes = 150 points):
   Attendance will be taken each class. We meet once a week. You are expected to be on-time and stay for the entire class. There will be in-class assignments and chapter assignments that will be discussed in-class. These activities will be described in more detail when they are assigned during class. There is no partial credit and no make-up assignments will be given if you miss class.

2. **Assessments** (100 points):
   a. *Assessment I (50 points)*: This assessment is being used to collect data to measure your initial understanding. When you take the assessment, you will receive full credit (50 points) regardless of your score. You do not need to study and please do not look in your text, on the Internet, or ask your colleagues for the answers. This assessment is simply to help me understand, at the beginning of the class, your experience with research. I will use the information to assist me in the design of the course and the measurement of your progress. NOTE: If you have limited or no research experience, you may find that you do not earn a high score, which is to be expected.
   b. *Assessment II (50 points)*: This assessment is intended to measure your progress in this course. The questions on this assessment will mirror the questions from Assessment I. You can use your books and notes but you must complete the assessment independently. It will be given at the conclusion of this course during finals week. This is fixed and will not be altered.

3. **Discussions** (60 points): Discussion threads will be started four times. General details are presented below and more details will be provided in class when the assignments are made.

   All the posts will be read and comments made.
   You are not required to respond to others' posts but feel free to do so!

A. Why are you studying Rehabilitation Counseling? (10 points)
   a. This discussion is intended for everyone in this class to get to know one another a bit better and begin to build rapport through our common experiences.

B. Describe your experiences with research. What do you hope to learn in this class? (10 points)
   a. This discussion is intended to generate an initial discussion about your research experiences.

C. How big of an impact do you think research has on the practice of rehabilitation counseling? Why do you think this? (20 points)
   a. This discussion in intended to stimulate your thoughts about the proximity of research to practice.
D. In what ways can rehabilitation counselors learn about emerging, promising, effective, or evidence-based practices? Is it practical? Why or why not? (20 points)
   a. This discussion is intended to generate and share ideas that you can use for your continued professional development and application in your work.

4. **Citi Ethics Training** (50 Points): Each student will complete and pass the [CITI Research Ethics Training](#). To complete it, follow the directions. For the purposes of this training you are considered a Student Researcher. This is a totally online training process. You will need to save your Completion Report and then submit it in Canvas. This is to be completed before the second class meeting.

5. **Article Critique** (300 points): Each student will select a topic, locate an article, do a 15 minute oral presentation (150 points), and submit a 3-4 page written critique (150 points). You will be given guidelines for your presentation and writing in class and posted to Canvas. Your oral and written critique will be peer reviewed (see Peer Review). You will be required to respond to the feedback (see Review Response). The oral and written versions of your critique are due at the same time on the same day. More details regarding the schedule, expectations, and criteria for your article critique will be provided in class and be posted to Canvas later in the semester.

6. **Peer Review** (50 points per review + 50 points overall = 150 points): Each student will be assigned two of their peers for review (See Article Critique). You are responsible for reviewing the oral presentation and the written submission. You will be given a form to use for your reviews. Your review is due the week following your peers’ presentations. You will post it to Canvas. Your feedback will be used to assess the quality of your peer’s critique and will be shared with the peers you reviewed. However, we will be using a masked review process so your name will be removed before the feedback is shared. Each review is worth 50 points. An additional 50 points are possible. These points reflect your peer reviews overall and will be awarded at the discretion of your instructor.

7. **Review Response** (50 points): Each student will receive and respond to the reviews of their article critique. You will receive anonymous feedback from two peers and your instructor. You will craft **one overall response** to the feedback you receive. Your response will be a minimum of one page. Your response will be in the form of a letter to the reviewers and should address all of the comments made collectively. You will have one week to complete your response once you receive your peer reviews. You will post your response to Canvas.

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**Grading**

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Final grades will be based on the following point totals:
Total Points = 860

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<thead>
<tr>
<th>Percentage</th>
<th>Max</th>
<th>Min</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>0.94</td>
<td>860</td>
<td>808</td>
<td>A</td>
</tr>
<tr>
<td>0.90</td>
<td>807</td>
<td>774</td>
<td>A-</td>
</tr>
<tr>
<td>0.87</td>
<td>773</td>
<td>748</td>
<td>B+</td>
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<tr>
<td>0.84</td>
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<td>722</td>
<td>B</td>
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<tr>
<td>0.80</td>
<td>721</td>
<td>688</td>
<td>B-</td>
</tr>
<tr>
<td>0.77</td>
<td>687</td>
<td>662</td>
<td>C+</td>
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<tr>
<td>0.74</td>
<td>661</td>
<td>636</td>
<td>C</td>
</tr>
<tr>
<td>0.70</td>
<td>635</td>
<td>602</td>
<td>C-</td>
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If you have a concern about the course requirements, please feel free to contact me. I recognize that things come up. It is best to address concerns with me as early as possible.

Course Schedule

1. **August 27** Launching the Course  
   Readings: None  
   *Assessment I* (see Quizzes on Canvas)

2. **September 3** Ethics and Guidelines  
   Readings:  
   i. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization  
      1. Chapters 4  
   ii. [CRCC Code of Ethics](#)  
      1. Section I  

   CITI Training (see Assignments on Canvas)

3. **September 10** Introduction to Research in Rehabilitation  
   Readings:  
   i. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization  
      1. Chapters 1

4. **September 17** Writing and Types of Articles  
   Readings:  
      1. Chapter 1 and Chapter 6.1 – 6.10  
      1. Chapter 1
5. **September 24** Article Anatomy and Guidelines for Critiques
   a. Readings:
         1. Chapter 2
      ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
         1. Chapter 9

6. **October 1** Accessing and Understanding the Literature
   a. Kacy Lundstrom, Guest Speaker from the library
   b. Readings:
         1. Chapter 3 and 10
      ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
         1. Chapter 8
         1. Chapter 8 and the Appendix

7. **October 8** Introduction to Quantitative Research Methods
   a. Readings:
         1. Chapter 5
      ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
         1. Chapter 6
      iii. Assigned article posted to Canvas

8. **October 15** Introduction to Qualitative Research Methods
   a. Readings:
         1. Chapter 6
      ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
         1. Chapter 7
      iii. Assigned article posted to Canvas

9. **October 22** Introduction to Mixed Methods Research
   a. Readings:
      i. Mixed Methods reading to posted to Canvas


ii. Assigned article posted to Canvas

10. October 29
   a. Readings: Measuring, Analyzing, and Interpreting
      i. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
         1. Chapter 3
      ii. Readings posted to Canvas

11. November 5  Student Presentation and Peer Reviews
12. November 12 Student Presentation and Peer Reviews
13. November 19 Student Presentation and Peer Reviews
14. November 26 No Class - Thanksgiving Break
15. December 3 Wrapping It All Up
   a. Readings:
      i. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
         1. Chapter 10

16. December 10 Assessment II

**Email and Phone Policy**

Communications technology is a useful and potentially life-enhancing tool. Yet, if there are no boundaries with its use, this technology can become all-consuming and diminish its value. Therefore, I have established necessary limits to maintain well-being. As a result, I will not always be able to:
1. Respond to email messages within the same day,
2. Respond to any email messages on Saturday or Sunday,
3. Answer the phone only because it is ringing, and
4. Answer the phone while I am already engaged in conversation with another.

Utah State University Campus Policies

STUDENTS WITH DISABILITIES
In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the Taggart Student Center, room 104, phone number 435-797-2444.

UTAH STATE UNIVERSITY INCOMPLETE POLICY
Executive Memorandum 79-15
A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student’s record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

SPECIAL EDUCATION AND REHABILITATION DEPARTMENT POLICIES
GRADING GUIDELINES
Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

ACADEMIC HONESTY
It is expected that students’ work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.
Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.

B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

CORE Knowledge Domains and Competencies

C.8 RESEARCH AND PROGRAM EVALUATION

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.8.1. Basic statistics and psychometric concepts
C.8.1.a. understand research methodology and relevant statistics.

C.8.2. Basic research methods
C.8.2.a. interpret quantitative and qualitative research articles in rehabilitation and related fields.
C.8.2.b. apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments.

C.8.3. **Effectiveness of rehabilitation counseling services.**
C.8.3.a. develop and implement meaningful program evaluation.
C.8.3.b. provide a rationale for the importance of research activities and the improvement of rehabilitation services.

C.8.4. **Ethical, legal, and cultural issues related to research and program evaluation.**
C.8.4.a. apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.