COURSE DESCRIPTION

The purpose of this online course is to teach master’s level rehabilitation counseling students the skills and knowledge needed to be informed consumers of research. Students will become knowledgeable about conducting program evaluations and how to access, interpret, and integrate research findings regarding evidence-based and best practices for use in their own practice as rehabilitation professionals.

READING AND RESOURCES


Other articles/readings may be assigned and will be posted on the Blackboard.

COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:
1. Recognize and repeat the importance of rehabilitation research activities and the reciprocal relationship between research and professional practice;
2. Outline how ethical, legal, and cultural issues impact research activities;
3. Recall basic research methodology, relevant statistics and psychometric concepts;
4. Locate and interpret quantitative and qualitative published research literature regarding rehabilitation counseling services, including evidence-based and best practices;
5. Identify and discuss strategies for applying research findings to practice; and
6. Develop a meaningful program evaluation and consider issues related to its implementation and potential improvement of rehabilitation counseling services.

NOTE: The objectives from this course meet the following CORE standards that require students to have knowledge in:

C.8.1 Basic statistics and psychometric concepts;
C.8.2 Basic research methods;
C.8.3 Effectiveness of rehabilitation counseling services; and
C.8.4 Ethical, legal, and cultural issues related to research and program evaluation.
LEARNING STRUCTURE

Students are encouraged to participate in all aspects of the class including discussion, group activities, and individual projects. The academic climate is based on a concept of free and open discussion as well as exploration of ideas. This freedom to explore carries with it an equally important responsibility to act with professionalism and integrity in all aspects of this course.

The instructional staff will provide ongoing guidance and support for all members of the classroom, including individuals with disabilities and other needs. In particular, the instructional staff will encourage students to choose assignment topics relevant to their own learning goals and future career preferences.

ONLINE “Netiquette”

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. At all times, a spirit of mutual respect must be maintained in communications. Emails, Discussion Board posts, and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no unconstructive messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the university’s policies and procedures. The University's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

TECHNICAL REQUIREMENTS/ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit

Minimum Technical Skills Needed - Examples include:
  Using the learning management system
  Using email with attachments
  Creating and submitting files in commonly used word processing program formats
  Copying and pasting
  Downloading and installing software
  Using spreadsheet programs
ACCESS AND NAVIGATION

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

STUDENT RESOURCES

As a student, you will have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Blackboard, you will have access to the “UNT Helpdesk “ tab that provides student resources and Help Desk Information.

Student Technical Support
The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at: Email: helpdesk@unt.edu Phone: (940) 565-2324
In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

ACCOMMODATIONS

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.
For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at (940) 565-4323.

PROTOCOL FOR WRITTEN ASSIGNMENTS

General Format
Because clear and understandable written communication is an essential skill of all helping professionals, all assignments submitted in this course must include the following components for general format:

- An APA style title page
  - See page 3 from the link below for sample title page - https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf
- Double-spaced
- 1-inch margins
- 12-point Times New Roman font
- A reference page

Each paper should be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will directly affect your grade. In addition, papers with extreme flaws will not be graded or may be returned for revision before being given a grade. Papers returned for such revision will be treated as late papers.

Unless otherwise noted, all written assignments must be typed and follow the American Psychological Association Publication Manual (6th edition) format. If you do not own the APA manual, there are also online “style guides” available:

- https://owl.english.purdue.edu/owl/resource/560/01/
ASSIGNMENTS

The final course grade for RHAB 5770 will be based on scores for the following:

**Weekly quizzes (10 points per quiz):**
Beginning in Week 4, students will complete weekly quizzes based on the materials covered from the previous week’s materials. The quizzes for each week will be available from 8am on Monday mornings and must be submitted by 11:59 pm the following Sunday. Since you have a week to complete and submit the quiz, there are no make-up quizzes should you miss the deadline.

**Discussion boards (25 points each board):**
Five class discussion boards will be used for exploring the assigned topic through the sharing of what you are learning about the topic based on your understanding of concepts in the assigned readings and other related materials. You are also invited to share as much as you think appropriate regarding your own experiences with the topic, as long as you also make a clear connection between your experience and the concepts covered in the readings. It is recommended that you prepare for these discussions by reviewing the materials posted early in the week of the discussion so you can engage throughout the week in a meaningful conversation about the topic with your fellow classmates.

Discussion boards will begin at 8:00 am on Monday and end at 11:59 pm the following Sunday. You will be expected to post a **minimum of three substantial posts** on the discussion board, with at least three of those posts being 24 hours apart. Points will be based on the level of engagement with responding to the topic as well as responding to posts made by other students.

**NIH On-line training course - Protection of Human Research Participants (10 points):**
Researchers have a responsibility when conducting studies involving human participants to protect the rights of the individual participants. As part of its commitment to protect the rights and welfare of human subjects in research, the UNT Institutional Review Board (IRB) requires that all individuals working with human subjects in research complete an instructional program before the IRB will review an application. The purpose of this class activity is to help inform students of the ethical considerations involved in human research studies.

**Program Evaluation Proposal (50 points per student):**
Students will be divided into small groups and work collaboratively using the Wiki feature on Blackboard to develop a written proposal for a program evaluation. Students will need to show evidence of working together throughout the duration of this project in order to obtain maximum points (e.g., posts and comments to the Wiki page). You will have several weeks for this project so you can apply what you are learning on a weekly basis to your program evaluation proposal. Detailed instructions will be posted on the course site.
Literature Review (50 points for final paper + 25 points for ongoing progress):  
Students will identify a topic of interest, review the published literature on that topic, and then write an 8-10 page paper explaining (a) the significance of that topic for the field of rehabilitation counseling, (b) what is known about that topic, (c) what type of research has already been conducted and the results of those research projects, (d) the strengths and limitations of the research studies included in the literature review, (e) what types of research questions the student thinks still need to be answered by future research studies, and (f) how the topic relates to improving the knowledge and skills of a rehabilitation counselor. The final draft of this literature review is due on 12/24 (50 points).

In accordance with the dates in the course schedule, students will be asked to submit material that demonstrates ongoing progress being made on the literature review paper. This offers students the chance to receive feedback prior to submitting the final paper. More specific instructions will be posted on the course site. Allotment of 25 points for ongoing progress
- (5 points) - Literature review: Topic choice (9/4 due)
- (5 points) - Literature review: Topic information and references (9/25 due)
- (5 points) - Literature review: Research article outline (10/9 due)
- (10 points) - Literature review: Rough draft (11/20 due)

GRADING SCALE

Final student course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quizzes (10 points x 9 weeks)</td>
<td>90</td>
</tr>
<tr>
<td>Discussion Boards (25 points x 5)</td>
<td>125</td>
</tr>
<tr>
<td>NIH On-line training course</td>
<td>10</td>
</tr>
<tr>
<td>Program Evaluation Proposal (50 points per student)</td>
<td>50</td>
</tr>
<tr>
<td>Literature Review = Final paper (50 points) + Ongoing progress (25 points)</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>350 points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>315 - 350 points</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>280 - 314 points</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>245 - 279 points</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>210 - 244 points</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
<td>Less than 210 points</td>
</tr>
</tbody>
</table>

LATE WORK

Assignments are due on Sunday night by midnight (i.e., 11:59 pm). Any work submitted after that point will be considered late and have **10%** of the available points deducted prior to grading. Late assignments must be submitted within **TWO WEEKS** of the due date to be eligible for credit (except for the assignment due on 12/14, which must be submitted no later than the scheduled due date). Any assignments not submitted within this timeline will receive zero points.
INCOMPLETES

Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given (a) in very compelling special circumstances with appropriate documentation of those circumstances (e.g., doctor’s request), and (b) with the stipulation that the course requirements be fulfilled by the end of the following semester. According to UNT policy:

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (http://essc.unt.edu/registrar/incomplete.htm, p. 1)

If you fail to complete the course requirements by the end of the current semester, and you have not obtained from me approval for an Incomplete, you will receive a grade of “F”. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program. Receiving a grade less than 3.0 for any RHAB course results in the student having to repeat that course. Courses may only be repeated once.

ACADEMIC INTEGRITY

Students are expected to follow appropriate guidelines for academic performance by doing their own work and by crediting material from other authors and sources appropriately. Cheating or misrepresenting work of others as your own will result, at a minimum, in a failing grade for the course. You are encouraged to become familiar with the information posted by the University Center for Student Rights and Responsibilities in the Student Handbook (http://www.unt.edu/student/). The policies regarding student conduct and academic dishonesty posted at this location apply to this class.

EVALUATION

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you the opportunity to comment on the class.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation
concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29-9/4</td>
<td>The role of research in the practice of rehabilitation counseling</td>
<td>- B&amp;R: Chap 1</td>
<td>- Discussion board topic</td>
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<tr>
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<td>- Additional posted materials</td>
<td>- <strong>DUE</strong>: Select topic of interest for literature review - submit topic idea by the end of the week</td>
</tr>
<tr>
<td>2</td>
<td>9/5-9/11</td>
<td>The social context of research: Influences and expectations</td>
<td>- B&amp;R: Chap 4</td>
<td>- Discussion board topic</td>
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<td></td>
<td>- Additional posted materials</td>
<td>- <strong>Group</strong>: Begin working with assigned group on developing program evaluation - describe your selected program (Part I of worksheet)</td>
</tr>
<tr>
<td>3</td>
<td>9/12-9/18</td>
<td>Historical, current, and future trends in rehabilitation research</td>
<td>- B&amp;R: Chap 8 &amp; 10</td>
<td>- Discussion board topic</td>
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<td>- Additional posted materials</td>
<td>- <strong>DUE</strong>: Submit certificate verifying completion of NIH protection of participants training</td>
</tr>
<tr>
<td>4</td>
<td>9/19-9/25</td>
<td>Analysis of a research article and APA writing format</td>
<td>- B&amp;R: Chap 9</td>
<td>- Weekly quiz on materials from weeks 1 - 3</td>
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<td></td>
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<td>- Additional posted materials</td>
<td>- <strong>DUE</strong>: In APA format, submit brief description of topic, significance of topic to field, and list of initial references (minimum of 5 articles, 3 must be empirical)</td>
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<tr>
<td>5</td>
<td>9/26-10/2</td>
<td>Research projects vs. program evaluations: What’s the difference?</td>
<td>- Posted materials</td>
<td>- Weekly quiz on materials from week 4</td>
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<td>- <strong>Group</strong>: Determine research question and hypothesis for your program evaluation (Part II of worksheet)</td>
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<tr>
<td>6</td>
<td>10/3-10/9</td>
<td>Beginning the research process: Developing a testable hypothesis and selecting the sample</td>
<td>- B&amp;R: Chap 2</td>
<td>- <strong>DUE</strong>: Submit outline (format provided) of at least one of the empirical articles you have chosen</td>
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<td>- Additional posted materials</td>
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<tr>
<td>7</td>
<td>10/10-10/16</td>
<td>Choosing the appropriate design: Quantitative experimental and non-experimental designs</td>
<td>- B&amp;R: Chap 5</td>
<td>- Weekly quiz on material from week 6</td>
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<td>- Additional posted materials</td>
<td>- <strong>Group</strong>: Determine sampling plan and basic research plan (Part III of worksheet)</td>
</tr>
<tr>
<td>8</td>
<td>10/17-10/23</td>
<td>Research validity</td>
<td>- B&amp;R: Chap 6</td>
<td>- Weekly quiz on material from Week 7</td>
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<td>- Additional posted materials</td>
<td>- <strong>Group</strong>: Determine threats of internal and external validity to evaluation (Part IV of worksheet)</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Text</td>
<td>Notes</td>
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</table>
| 9     | 10/24-10/30 | Levels of measurement and the reliability and validity of measurement instruments | - B&R: Chap 3 (pp. 61-75)  
- Additional posted readings | - Weekly quiz on material from Week 8  
- **Group**: Determine what you are going to measure and how (Part V of worksheet) |
| 10    | 10/31-11/6  | Descriptive statistics and graphical representations    | - B&R: Chap 3 (pp. 75-79)  
- Additional posted readings | - Weekly quiz on material from Week 9  
- **DUE**: Submit program evaluation proposal |
| 11    | 11/7-11/13  | Inferential statistics and hypothesis testing           | - B&R: Chap 3 (pp. 79-86)  
- Additional posted readings | - Discussion board topic  
- Weekly quiz on material from Week 10 |
| 12    | 11/14-11/20 | Inferential statistics and hypothesis testing (continued) | - B&R: Chap 3 (pp. 86-99)  
- Additional posted readings | - Weekly quiz on material from Week 11  
- **DUE**: Submit rough draft of literature review paper |
| 13    | 11/21-11/27 | **Thanksgiving break**                                   |                                                                      |                                                                                          |
| 14    | 11/28-12/4  | Qualitative research designs                            | - B&R: Chap 7  
- Additional posted readings | - Weekly quiz on material from Week 12 |
| 15    | 12/5-12/11  | Applying research to practice and informing research through practice | - N/A  
- | - Discussion board topic |
| 16    | 12/12-12/15 | Finals week                                             | - N/A  
- | - **DUE**: Submit literature review paper by 11:59 pm on 12/14 |