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 research and program evaluations in the field of rehabilitation counseling 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

Required Text:

Recommended:

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

COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:
1. Understand how to critique research to inform counseling practice
2. Understand how to identify and use evidence-based counseling practices applicable to rehabilitation counseling
3. Understand the principles and applications of needs assessment
4. Understand how to develop measurable outcomes for counseling programs
5. Understand how to evaluate counseling interventions and programs
6. Understand the principles and applications of qualitative, quantitative, and mixed research methods
7. Understand designs used in research and program evaluation
8. Understand statistical methods used in conducting research and program evaluation
9. Understand analysis and use of data in counseling
10. Understand ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

NOTE: The objectives from this course meet the following CACREP standards that require students to have knowledge in:
   a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
   b. identification of evidence-based counseling practices
   c. needs assessments
   d. development of outcome measures for counseling programs
   e. evaluation of counseling interventions and programs
   f. qualitative, quantitative, and mixed research methods
   g. designs used in research and program evaluation
   h. statistical methods used in conducting research and program evaluation
   i. analysis and use of data in counseling
   j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or 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
Browser requirements: https://clear.unt.edu/supported-technologies/canvas/requirements
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, Canvas. To get started with the course, please go to: https://unt.instructure.com/. 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 Canvas. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Canvas tutorial is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Canvas, you will have access to the “Help“ 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 Canvas and supported resources. The student helpdesk may be reached at: Email: helpdesk@unt.edu
Phone: (940) 565-2324
In Person: Sage Hall, Room 130
If you encountered technical issue while submitting any assignments or completing exams, please first contact with the Canvas Tech Support. **An alternative assignment submission process may be established only if a ticket remedy number was provided!**

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**

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 APA format (5 points will be deducted for failing to meet the APA format requirement, unless otherwise specified):

- 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 margin at the left, right, top, and bottom
- 12-point font (Times New Roman)
- A reference page

**NOTE:** No need to include an abstract for your papers
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 using Microsoft Word Program 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://tsgs.unt.edu/sites/default/files/APA%20Format.pdf](https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf)
- [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
- [https://www.coe.unt.edu/sites/default/files/24/131/APA%20handout%206th%20ed.pdf](https://www.coe.unt.edu/sites/default/files/24/131/APA%20handout%206th%20ed.pdf)

**ASSIGNMENTS**

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

**Weekly quizzes (10 points per quiz):**

There will be twelve weekly quizzes. Beginning in **Week 2**, students will complete weekly quizzes based on the materials covered from corresponding weeks. The quizzes for each week will be available from 8:00 am on Monday mornings and must be submitted by 11:59 pm 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 (20 points for each board):**

**Five** 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 one post responding to the discussion question and two posts responding to entries made by your classmates (these three posts should be made on three different days). Points will be based on the level of engagement with responding to the topic as well as responding to posts made by other students. **Please note that you will not have access to your classmate's posts until you made your original post; thus, you must first make your original post by answering all the questions early in the week. (rubric for discussion boards is provided on Canvas).**
NIH On-line training course - Protection of Human Research Participants (30 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.

Research article critique (50 points): The goal of this assignment is to use the knowledge gained from the course to put research back into practice. For this assignment you will be asked to create a 6-9-page PowerPoint slides. Clarity and brevity will be expected on this assignment. A guideline for this assignment is available on Canvas; please make sure you read the guideline before started working on this assignment.

Research proposal (100 points): Students will identify a topic of interest, review the published literature on that topic, and then write an 8- to 10-page research proposal. In accordance with the dates in the course schedule, students will be asked to submit material that demonstrates ongoing progress being made on the research proposal. This offers students the chance to receive feedback prior to submitting the final proposal. Allotment of 100 points for research proposal:

- (10 points) - Initial research ideas and questions (9/9 due)
- (20 points) - Rough draft of literature review (10/7 due)
- (20 points) - Rough draft for methods section (12/2 due)
- (50 points) - Complete research proposal (12/10 due)

NOTE: A guideline for this project is available on Canvas; please make sure you read the guideline before started working on the proposal.

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 12 quizzes)</td>
<td>120</td>
</tr>
<tr>
<td>Discussion boards (20 points x 5)</td>
<td>100</td>
</tr>
<tr>
<td>NIH On-line training course</td>
<td>30</td>
</tr>
<tr>
<td>Research article critique</td>
<td>50</td>
</tr>
<tr>
<td>Research proposal - Initial research ideas and questions</td>
<td>10</td>
</tr>
<tr>
<td>Research proposal - Rough draft of literature review</td>
<td>20</td>
</tr>
<tr>
<td>Research proposal - Rough draft for methods section</td>
<td>20</td>
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<tr>
<td>Research proposal - Complete research proposal</td>
<td>50</td>
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<tr>
<td><strong>Total Points:</strong></td>
<td><strong>400 points</strong></td>
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<tr>
<td>Grade</td>
<td>Percentage Range</td>
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<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
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<tr>
<td>F</td>
<td>0% - 59%</td>
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</tbody>
</table>

It is the student’s responsibility to **check the gradebook on at least a weekly basis**. If a student notices that an assignment has been graded that the student submitted and the gradebook has not changed, please contact the instructor and/or teaching assistant to resolve this issue. Students are encouraged to make contact as soon as possible. If more than one week has elapsed after the gradebook has been updated, the issue may not be resolved. All issues regarding the gradebook are at the discretion of the instructor to approve and make any needed changes.

**LATE WORK**

Assignments are due on Sunday night by midnight (i.e., 11:59 pm). **Any work submitted after scheduled due date will NOT be accepted and NOT be eligible for credit except in documented emergencies.** Discussion Boards cannot be made up either if missed.

**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. Main points to keep in mind is that students must have completed 75% of the course, are passing the course, and requirements for completion have been specified and communicated. 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](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 Perceptions of Teaching (SPOT) 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

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>
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<tbody>
<tr>
<td>1</td>
<td>8/27-9/2</td>
<td>The role of research in the practice of rehabilitation counseling</td>
<td>- R&amp;B: Chap 1</td>
<td>- Discussion board</td>
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<td>- Additional posted materials</td>
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<td>2</td>
<td>9/3-9/9</td>
<td>The social context of research: Influences and expectations</td>
<td>- R&amp;B: Chap 4</td>
<td>- Discussion board</td>
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<td></td>
<td>- Additional posted materials</td>
<td>- Quiz on week-2 materials</td>
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<td>- Research proposal: Initial research ideas and questions</td>
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<td>(due 9/9)</td>
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<td>3</td>
<td>9/10-9/16</td>
<td>Historical, current, and future trends in rehabilitation research</td>
<td>- R&amp;B: Chap 8 &amp; 10</td>
<td>- Discussion board</td>
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<td></td>
<td>- Additional posted materials</td>
<td>- Quiz on week-3 materials</td>
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<td>- NIH Training: Submit certificate verifying completion of NIH</td>
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<td>protection of participants training (due 9/16)</td>
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<td>4</td>
<td>9/17-9/23</td>
<td>Analysis of a research article and APA writing format</td>
<td>- R&amp;B: Chap 9</td>
<td>- Quiz on week-4 materials</td>
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<td>- Additional posted materials</td>
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<td>5</td>
<td>9/24-9/30</td>
<td>Research projects vs. program evaluations: What’s the difference?</td>
<td>- Posted materials</td>
<td>- Discussion board</td>
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<td>- Quiz on week-5 materials</td>
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<td>6</td>
<td>10/1-10/7</td>
<td>Beginning the research process: Developing a testable hypothesis</td>
<td>- R&amp;B: Chap 2</td>
<td>- Quiz on week-6 materials</td>
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<td>and selecting the sample</td>
<td>- Additional posted materials</td>
<td>- Research proposal: Rough draft of literature review (due</td>
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<td>10/7)</td>
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<td>7</td>
<td>10/8-10/14</td>
<td>Choosing the appropriate design: Quantitative</td>
<td>- R&amp;B: Chap 6</td>
<td>- Quiz on week-7 materials</td>
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<td>experimental and non-experimental designs</td>
<td>- Additional posted materials</td>
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<td>8</td>
<td>10/15-10/21</td>
<td>Research validity</td>
<td>- R&amp;B: Chap 5</td>
<td>- Quiz on week-8 materials</td>
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<td>- Additional posted materials</td>
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<td>9</td>
<td>10/22-10/28</td>
<td>Levels of measurement and the reliability and validity of</td>
<td>- R&amp;B: Chap 3 (pp. 61-75)</td>
<td>- Quiz on week-9 materials</td>
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<td>measurement instruments</td>
<td>- Additional posted readings</td>
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<td>10</td>
<td>10/29-11/4</td>
<td>Descriptive statistics and graphical representations</td>
<td>- R&amp;B: Chap 3 (pp. 75-79)</td>
<td>- Quiz on week-10 materials</td>
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<td>- Additional posted readings</td>
<td>- Research article critique</td>
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<td>(due 11/4)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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</tbody>
</table>
| 11   | 11/5-11/11  | Inferential statistics and hypothesis testing                       | - R&B: Chap 3 (pp. 79-86)  
- Additional posted readings                                                                 | - Quiz on week-11 materials                                               |
| 12   | 11/12-11/18| Inferential statistics and hypothesis testing (continued)           | - R&B: Chap 3 (pp. 86-99)  
- Additional posted readings                                                                 | - Quiz on week-12 materials                                               |
| 13   | 11/19-11/25| Thanksgiving break                                                  |                                                                         |                                                                            |
| 14   | 11/26-12/2 | Qualitative research designs                                        | - R&B: Chap 7  
- Additional posted readings                                                                 | - Quiz on week-14 materials  
- **Research proposal**: Rough draft for methods section (due 12/2) |
| 15   | 12/3-12/9  | Applying research to practice and informing research through practice| - N/A                                                                   | - Discussion board                                                        |
| 16   | 12/10-12/16| Finals week                                                          | - N/A                                                                   | - **Research proposal**: Submit complete research proposal (due 12/10)     |