



REQUEST FORM  
PERMANENT COURSE APPROVAL

Initiated by: J. Smith  Date: 5-8-07

**ADDING A COURSE**

Course Prefix & Number	Descriptive Title	Cr. Hours
RC 625	Rehabilitation Counseling Research	3

**Catalog Description:**

This course is to assist the rehabilitation counseling student in developing the required skills in the area of research that are needed for effective practice and contributions to the functioning of a rehabilitation agency. These skills include the ability to review and evaluate relevant literature for specific clinical issues, to implement research principles in the program evaluation process, methods for reporting findings, and understand how each practitioner can contribute to the general body of rehabilitation knowledge.

**Course Goals and Objectives:**

See attached syllabi

**Justification for adding the course (e.g. alignment with other institutions, program revision, etc.):**

WOU currently is offering four research courses. The Rehabilitation Counselor Education (RCE) program has been using two of the above four courses which focus on instruction for children and youth (ages 3-21) in various school settings. The RCE student is interested in counseling not instruction and will provide professional services to a population of persons with disabilities age 16+. There are no graduate research courses that focus on research in counseling or rehabilitation counseling, or on the needs of adults with disabilities. The expanding nature of the profession requires practitioners that are knowledgeable of the literature and research procedures used to support services to persons with disabilities.

Faculty and facilities needed: One adjunct for a three hour course

**Brief Course Outline:**

See syllabi

To whom it may concern:

Date: 7 May 2007

Re: Request for a new graduate level research course for students in the MS in Rehabilitation Counseling program

In April 2007 the Rehabilitation Counseling Education (RCE) faculty sent forward what they believed was a simple request to allow several previously approved graduate research courses to be listed as a pool of options on their student's Plan of Study.

The accompanying explanation was, in hindsight, may not have been comprehensive which lead to a more in-depth discussion during the Graduate Studies Committee's regular meeting in April. The committee also allowed the opportunity for a discussion among colleagues from both WOU Colleges.

During this discussion it became evident that a unique course was appropriate. We therefore send this document forward.

Based on input from the RCE Advisory Council and discussion at the Graduate Studies Committee, and discussion among the faculty of the RCE program a unique research course open to students in the MS in Rehabilitation Counseling program is appropriate for the following reasons.

1) The four current graduate level research courses were designed and are taught by faculty from other graduate programs/disciplines. Three of these courses are designed for three different groups of teachers-in-training students or returning teachers. In these courses, the correct and appropriate emphasis is on working with children and youth. However, the rehabilitation counselor works exclusively with persons age 16+ which is a different focus than typical teacher research.

The Criminal Justice program's research course does share a similar case management philosophy as Rehabilitation Counseling, but the focus is geared to serving the mandated client who often does not have the freedom of choice as do most rehabilitation clients.

In addition, all of WOU's current research courses are taught by experts in disciplines other than rehabilitation.

During our discussion at the April Graduate Studies Committee it became clear that none of the four current research courses fully meet the needs of graduate students in rehabilitation. It was also noted that other graduate programs have come to this same conclusion and over the last few years and have responded by developing their own unique research course to meet the changes in their disciplines and the needs of their majors. The RCE program has been sensitive to enrollment but it should be noted that programs with smaller enrollment have their own research courses. The RCE program is confident that classes of 10-15 graduate students is to be expected.

2) The rehabilitation counseling profession is dynamic and ever changing. In the past twenty years the discipline has moved into new specialties. These specialties have required training programs to expand their course offerings in an attempt to prepare students for ever expanding array of career options. In the current RCE program we have interns completing their yearlong internships in forensic settings, mental health hospital based programs, Veterans Administration facilities, as well as traditional state Vocational Rehabilitation offices.

The Federal Rehabilitation Services Administration has also broadened their financial support for scholars who take professional positions with these broader programs outside of the traditional state rehabilitation area. We have come to the realization that our students need to understand the research needs of the broader rehabilitation profession in relation to these new service areas. Our students need the rehabilitation counseling perspective as they review research and literature.

A unique research course would also allow us to introduce to our new entering graduate students the multiple specialty bodies of information within our field and help connect students to the literature and research in the general and specialty areas of the rehabilitation profession. This search for understanding would be done with the direct rather than with indirect guidance of the faculty of the RCE program.

3) The RCE Advisory Council discussed the need for a unique rehabilitation focused research course at their fall term 2006 meeting. The council reviewed the attached syllabus at the recent spring meeting and gave their unanimous support for this course.

4) An administrative concern was raised over paperwork related to program changes or modifications. Our original proposal to offer a menu of four graduate level courses in research would have succeeded in reducing petitions. The new proposal to offer a unique research course for graduate students in Rehabilitation Counseling would also reduce petitions for substitution research courses.

**Working title: Rehabilitation Counseling Research (RC 625) – 3 credits**

**Instructor:**

**Phone:** DRAFT - 2 May 2007

**Email:**

**Office Hours / Availability:**

**Time:**

**Place:**

**NOTE: This syllabus provides the general structure for class. There may be times when the syllabus needs to be changed.**

**Course Overview**

The purpose of this course is to assist the rehabilitation counseling student in developing the required skills in the area of research that are needed for effective practice and contributions to the functioning of a rehabilitation agency. These skills include the ability to review and evaluate relevant literature for a specific clinical issue, to implement research principles in the program evaluation process, methods for reporting findings, and understand how each practitioner can contribute to the general body of knowledge. To accomplish these goals, each student will have the opportunity to engage the following content research skill areas:

- Review of clinical rehabilitation literature
- Library research for rehabilitation related current information
- Basic statistics
- Research methods
- Outcome based research
- Ethical, legal, and cultural issues related to research and evaluation
- Develop reports and papers using appropriate scientific writing styles (APA)

**Course Objectives**

1. Develop student's ability to analyze research articles, use data to support professional opinion, and articulate current knowledge of the field with attention to the following:
  - a. the presence or absence of a theoretical framework
  - b. the clarity of the problem statement and/or the hypothesis to be stated
  - c. the appropriateness of the data collection and/or sampling procedures
  - d. the appropriateness of the research design and its inherent strengths and weaknesses
  - e. the generalizability of results or findings
  - f. the extent to which the conclusions and implications are warranted by the data
  - g. the scientific and/or policy implications of the study

2. Develop skills in applying research literature to practice (e.g., to choose appropriate interventions, to plan assessments, to implement meaningful program evaluation, to perform outcome analysis, to conduct consumer satisfaction studies);
3. Demonstrate the ability to conduct a review of the rehabilitation literature on a given topic or case problem;
4. Demonstrate the ability to apply knowledge of ethical, legal, and cultural issues in research and program evaluation processes.
5. Demonstrate the ability to conceptualize, design, and carry out a research and/or program evaluation project;
6. Demonstrate the ability to report findings and make recommendations through the use of appropriate scientific writing (APA style); and
7. Develop an understanding of the following mathematical concepts or research tools:
  - a. Normal Science Mean, Mode, Standard Deviation, Percentile, Theory T-Test,
  - b. Correlation, Analysis of Variance
  - c. Hypothesis Experimental Design
  - d. Scientific Paradigms Quasi-Experimental Design
  - e. Nominal, Ordinal, Interval Ex Post Facto and Correlational Designs and Ratio Scales Control and Sources of Error
  - f. Independent Variable Partial Correlation and Regression
  - g. Dependent Variable Internal Validity
  - h. Control or Confounding Variable External Validity
  - j. Variance Reliability
  - k. Statistical Description Elements of Sampling Theory and Design
  - l. Statistical Inference Sample Representativeness
  - m. Statistical Significance Psychometric Reliability and Validity

### **Required Text**

Saxon, J.P., Alston, P.P., & Holbert, D. (1994). *Principles for Research in Rehabilitation*. Athens, GA: Elliott & Fitzpatrick, Inc.

Recommended: American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> Ed.). Washington, D.C.

### **Supplemental Textbooks and equipment:**

Holosko, M. J. (2006). *Primer for critiquing social research: A student guide*. Belmont, CA: Thomson Brooks/Cole.

Monette, D. R., Sullivan, T. J., & DeJong, C. R. (2005). *Applied social research: A tool for the human services* (6th ed.). Belmont, CA: Thomson Brooks/Cole.

Here are some things you will need to successfully complete this class: You will need a simple calculator. For your writing assignments, you will need to have regular access to a computer, preferably equipped with "Microsoft Word" and "Microsoft Excel".

## **Learning Activities**

The following are the learning activities for which you will receive a grade. Please read each very carefully. Additional information for each assignment will be provided.

1. **Reading Articles (80 pts.)** – Each class session we will be using research articles for the purposes of practice and discussion. It is imperative that you have these articles read when you come to class. Each article is worth 10 points. I will ask you to report if you have read the article. You expected to bring questions to class and be prepared to answer questions posed by the instructor based on these articles.
2. **Group Article Review (100 points)** – Each group will provide a detailed evaluation of a research manuscripts, including both criticisms and recommendations for changes. A more detailed evaluation rubric will be provided. The work should happen within your group. Each student is expected to contribute equally. I do not want members of different groups working together on this project. The group will develop a single paper using APA notations. One member of the group will serve as editor and put all contributions into a common format and writing style.
3. **Individual Project (100 points)** – each student will turn in a project. You **MAY NOT** work together on this projects.

**Design a Research Project** – Students will have the opportunity to develop a research project. It may be on any topic relevant to rehabilitation counseling, including a Program Evaluation. The project will include an Introduction, Literature Review, Proposed Methodology, and Proposed Analysis. This project is to be a quantitative project. Qualitative projects are not appropriate for this assignment. You will not be required to gather data and carry out the project. You will only need to complete the components mentioned earlier. Your research will use APA format, reference notations, and bibliography style.

4. **Examination (120 points)** – There will be 1 examination covering all lectures, presentations, and readings to the date of the exam. The format of this examination will include both short answer questions and questions that are similar to the questions you will have on your CRC examination.

**Total Points: 300**

CORE Standards:

C.8.5 use data to support professional opinion and testimony;

## Due Dates:

Please note the due dates and times on the outline below. If your assignments are late you will lose the point equivalent of one grade. Assignments are always welcome early.

## Grading

Final grades will be based on the following point totals:

Total		
Points	300	
300	270	A
269	150	A-
249	235	B+
234	220	B
219	200	B-
199	185	C+
184	170	C
169	150	C-

If you have a concern about a deadline, or assignment requirement, please feel free to contact me. I recognize that life happens, it will be best to address concerns with me as early as possible. However, procrastination is not grounds for an extended deadline.

**Attendance** is important. One excused absence will not have an effect on your final grade. Two or more excusable absences will result in your final grade being lowered one grade level.

**Scientific writing** refers to writing about research or knowledge in the field of rehabilitation. Our guide for this is the American Psychological Association (APA) writing manual. You are required to write in APA format for the papers to be submitted in this class.

**Week 1:** Content: Role of Research in Rehabilitation, Logic & Scientific Method, Critical Thinking  
Reading: Ch. 1, 2

**Week 2:** Content: Scientific writing styles  
Materials: please bring your APA style manual

**Week 3:** Content: Critiquing Research, Project Organization, Types of Research, Sampling  
Reading: Ch. 12, 3, 5, 6

**Week 4:** Content: Critiquing Type of Research and Sampling, Work on Projects  
Reading: Gilbride, D. (2000). Going to work: Placement trends in public rehabilitation. *Journal of Vocational Rehabilitation*, 14, 89-94.

**Week 5:** Content: Central Tendency, Probability Curve, Variables and Variable Control  
Reading: Ch. 4, 8

Reading: Leahy, M.J., Chan, F., & Saunders, J.L. (2003). Job functions and knowledge requirements of certified rehabilitation counselors in the 21<sup>st</sup> century. *Rehabilitation Counseling Bulletin, 46*, 66-81.

**Week 6:** Content: Types of Data, Hypotheses, Research Questions, Interpreting Statistics  
Reading: Ch. 7, 9

Reading: Zeigler-Hill, V., & Abraham, J. (2006). Borderline personality features: Instability of self-esteem and affect. *Journal of Social and Clinical Psychology, 25*, 668-687.

Reading: Capella, M.E., & Andrew, J.D. (2004). The relationship between counselor job satisfaction and consumer satisfaction in vocational rehabilitation. *Rehabilitation Counseling Bulletin, 47*, 205-214.

**Week 7:** Content: Statistics Overview, Correlational Designs, Ex-Post Facto and Cause-Effect Designs  
Reading: Ch. 10, 11

**Week 8:** Content: Critique Article, Work on Projects

Reading: Saunders, J.L., Leahy, M.J., & Frank, K.A. (2000). Improving the employment self-concept of persons with disabilities: A field-based experiment. *Rehabilitation Counseling Bulletin, 43*, 142-149.

Reading: Toriello, P.J., & Leierer, S.J. (2005). The relationship between the clinical orientation of substance abuse professionals and their clinical decisions. *Rehabilitation Counseling Bulletin, 48*, 75-88.

**Week 9:** Content: Qualitative Research  
Due: **Group Article Reviews Due**

Reading: Hein, S., Lustig, D.C., & Uruk, A. (2005). Consumers' recommendations to improve satisfaction with rehabilitation services. *Rehabilitation Counseling Bulletin, 49*, 29-39.

**Week 10:**

Due: **Individual Projects**  
**General review**

## Writing Assignments

The RCE faculty believes very strongly in the importance of professionals being able to write well. In my opinion it is a professional skill that is necessary. The following are specific instructions for turning in writing assignments. You must follow general APA guidelines.

1. All writing assignments **must have a title page** which includes the title of the paper, your name, and the course name and number. If there is not a title page for your writing assignment you will lose points.
2. All papers will be submitted electronically as an e-mail attachment. Save your paper using the following system: Your last name\_assignment\_course number. This helps me track your paper when I download it. If your electronic files are not named like this I reserve the right to dock points. See instructor e-mail address in syllabus heading.
3. **APA Format** – You should have an APA Publication manual. You will be responsible to ensure that all of your papers are in APA format.

***In this course grammar, style, and format will count on papers!***

## Policies

### STUDENTS WITH DISABILITIES

In coordination with the Office for Disability Services, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements, or contact ODS directly at (503) 838-8250. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available.

### INCOMPLETE POLICY

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. 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 quarter in which the "I" was given (two year extension is possible in unusual situations). When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted will be on the student's record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will become permanent. (see Graduate Office web site for more details at [www.wou.edu/gradaute](http://www.wou.edu/gradaute) )

### GRADE POINT REQUIREMENTS

Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

### 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 appropriate committees for disciplinary action. (see Graduate Office web site for more details at [www.wou.edu/gradaute](http://www.wou.edu/gradaute) )