RSED 7440/7446

Department of Special Education, Rehabilitation, and Counseling

Seminar in Rehabilitation Research & Design

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**Office Hours: By appointment**

**COURSE SCHEDULE:** Tuesday 9:00 – 11:30; Haley Center 1212

**REQUIRED TEXTS:**

Cozby, P.C., & Bates, S.C. (2012). *Methods in Behavioral Research* (11th ed.). New York, NY: McGraw Hill.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional articles as assigned by the instructor (see syllabus).

FYI- the APA manual supersedes all instructions found in any articles and text (they can be dated)

**COURSE DESCRIPTION:**

This class will cover issues related to research in rehabilitation counseling. The general goals for this course include acquisition of knowledge about traditional and recent developments in research methods, and demonstration of this knowledge through discussion, design, and evaluation of research.

**CORE & CACREP Standards and objectives:**

*CACREP*

Understands the importance of research in advancing the counseling profession (CACREP II. G. 8.a.)

Understands research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research (CACREP II.G.8.b)

Understands statistical methods used in conducting research and program evaluation (CACREP II.G.8.c)

Understands principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications (CACREP II.G.8.d.)

Understands the use of research to inform evidence-based practice (CACREP II.G.8.e)

Understands ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. (CACREP II.G.8.f)

*CORE*

Understands how to critically evaluate research relevant to the practice of rehabilitation counseling. (CORE K.1.)

Knows models of program evaluation for rehabilitation programs. (CORE K.2.)

Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation counseling. (CORE K.3.)

Applies relevant research findings to inform the practice of rehabilitation counseling. (CORE L.1.)

Develops measurable outcomes for rehabilitation counseling programs, interventions, and treatments. (CORE L.2.)

Analyzes and uses data to increase the effectiveness of rehabilitation counseling interventions and programs. (CORE L.3.)

*CMHC*

Understands how to critically evaluate research relevant to the practice of clinical mental health counseling. (CMHC I.1.)

Knows models of program evaluation for clinical mental health programs. (CMHC I.2.)

Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (CMHC I.3.)

Applies relevant research findings to inform the practice of clinical mental health counseling. (CMHC J.1.)

Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (CMHC J.2.)

Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (CMHC J.3.)

**INSTRUCTIONAL METHODS:**

The course objectives will be achieved through assigned readings, lectures, discussions, and outside assignments. Class will consist of lectures, discussions, exercises, and student presentations.

***Miller Writing Center:*  The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not.  Trained consultants are available to talk with you as you plan, draft, and revise your writing. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45am-4:45pm.**

**COURSE REQUIREMENTS:**

**Exams – 40 points**

Exams are non-comprehensive and will be on CANVAS and held in the LRC lab during the assigned class period for on-campus students. DE students must have proctored tests in this course.

Midterm Exam: 40 questions worth ½ point a piece – 20 points

Final Exam: 40 questions worth ½ point a piece – 20 points

# Article Critique Presentation – 15 points (DE Presentations will be recorded)

Choose an empirical, primary source, quantitative, article to review (on your topic of interest, it can be from your research proposal topic). Review this article and provide a presentation according to the outline below. A chapter on reviewing research articles can be found on CANVAS (Oleson & Arkin, 2006). This is just a supplement for your benefit, so be sure to follow the outline below. It is expected that this assignment will be an organized, coherent, and well-delivered presentation. You may refer to prepared notes, but do not engage in paper reading. You should rehearse your presentation and make it **20-30 minutes in length**. The presentation should be organized based on the following items:

1. Present a review of the manuscript according to the following criteria:
   1. Begin with the title of the manuscript.
   2. Then provide the purpose of the research, and a statement of the paper’s strengths and weaknesses.
   3. Be sure to include a summary with the following items listed for each section.
      1. Abstract and Introduction

Provide a short summary of the study and address the following:

* + - 1. What is the research topic and is it clearly stated?
      2. Is the importance of this research project clear? If not, describe what seems to be missing.
      3. Is the research theoretically driven? If so clearly state the theory used.
      4. What are the research hypotheses (or research questions), and are they clearly stated? Do you have a fairly good idea of how to discuss them from reading the Introduction?
    1. Methods

Provide a summary of the methodology and address the following:

1. Type of design: Quantitative; experimental; randomized control trial, etc.

2. Review internal validity. That is, consider threats to internal validity. Is it plausible that factors other than the IV(’s) caused the effects on the DV(‘s)?

3. Assess construct validity. How well did they define & operationalize their constructs of interest?

4. Name and discuss the instruments used

5. Assess external validity. Given the design, what factors threaten or limit generalizability of the results?

* + 1. Results

Provide a summary of the results and address the following:

* + - 1. Are the author’s conclusions from the data reasonable, given the methods and the analyses?
      2. Were the results presented through the theoretical orientation? Explain.
    1. Discussion

Provide a summary of the discussion and address the following:

* + - 1. Are the authors overstating or understating their results? That is, are their claims and conclusions too big or too tentative, based on the data?
      2. Did they discuss limitations of the research and suggest additional research that would move the issue(s) forward in the field?
      3. Are they making appropriate suggestions for applying (or generalizing) the research to other settings, populations, etc?

\*\* Instructions for the article review are based on materials developed by S. Kashubek-West & C. R. Robitschek.

# Research Proposal (30 points content/ 15 points APA) = 45 points

You will complete a research proposal section by section (submit all previous sections each time you finish a new section). This paper should include the following components in APA STYLE:

1. Title page & Abstract page: (final abstract not due until final draft)– per APA style **(3 pts.)**
2. Introduction: Write an introduction to your paper including enough information so the reader knows the topic, important constructs and what the research will be. Identify and justify the basic research problem (or need) and rationale, selectively state what you will study/examine, why, and how. **(10 pts. content/ 3 pts. APA).**
3. Short Literature Review: Review the RELEVANT literature and critique it. Review empirical research in depth (participants, instruments, design, methods, results). State your research questions or hypotheses at the end of the section and explain how each will be examined. **(10 pts. content/ 3 pts. APA). Do not use bullet points or numbers; Do Not Quote.**
4. Method: Present your participants, instruments/measures (including a description of items/scales, how it is scored, reliability, validity), research design, procedures, data analysis **(10 pts. content/ 3 pts. APA)**
5. \*\*You need a Reference page, which must be in APA style and include doi numbers. **(3 points)**

All sections **must be submitted in APA style** and it is expected to be about 15-20 pages Max (not including references) when completed. All sections must be submitted as we proceed through the semester. Please submit in CANVAS each time.

**GRADES AND EVALUATION:**

* Article Critique Presentation 15 points
* Midterm Exam 20 points
* Research Proposal 45 points
* Final Exam 20 points

Total 100 points

A = 90 and up B = 80- 89 points C = 70-79 points F = 69 and below

**Note:**

Please note the due dates. All assignments are to be turned in by 9:00 am on the day they are due for on campus students. Due dates for DE students are generally the following weekend.

Late assignments will be penalized 1 point per day late. **Problems with meeting deadlines should be discussed with the instructor ahead of time, NOT just before or after the assignment is due.**

**ACADEMIC INTEGRITY:**

As a graduate student in Rehabilitation Counseling, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to Auburn University Policy.

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt ask your professor!

According to the Publication Manual of the American Psychological Association (2010), plagiarism involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else’s work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else’s words to say what they said. It is best to use your own words when paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes. All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.

Here is more information on plagiarism, in the words of Bruce Wampold (2007):

“Plagiarism is

 Using someone else’s words or ideas without proper documentation

 Copying some portion of text from another source without proper acknowledgement.

 Borrowing another person’s specific ideas without documenting their source.

 Having someone else correct or revise your work (not as in getting feedback from a writing group or individual, where you make the changes suggested by others)

 Turning in a paper written by someone else, or an essay, or documents from a World Wide Web site (including reproductions of such essays or papers).

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in a bibliography at the end of the paper and by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking credit—deliberately or inadvertently—for someone else’s work or ideas.”

**INSTRUCTIONAL MODIFICATION:**

Students who have a disability or condition that may impair the ability to complete assignments or otherwise satisfy course requirements as assigned are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor at the beginning of the semester or as soon as possible if the condition is diagnosed during the semester. **If you have a condition that may have some impact upon your work in this class or for which you may require accommodations, please contact the Office of Accessibility.**

**Semester Outline**

**Class Class Topic Assignments**

8/19 Introductions/Course Overview C&B Ch. 1&2

Research & Where to Start Leong & Pfaltzgraff (2006)

8/26 APA Presentation Review ***Read APA manual***

Read Tracey & Glidden-Tracey 1999

9/02 Ethical issues in research C&B Ch. 3 & Appendix A (p. 304)

Writing & Reviewing Research Articles Oleson & Arkin (2006)

9/09 Research Issues C&B Ch. 4

Stats Refresher Lecture

**\*Title Page & Introduction Due (DE due 09/14)**

9/16 Experimental Design C&B Ch. 8

Wampold (2006)

9/23 Psychometrics View Lectures

**Can make individual appointments**

**To discuss papers**

09/30 Measurement Concepts C&B Ch. 5

**Review for Midterm Exam**

10/07 **Midterm Exam Midterm Exam (DE 10/09-10/11)**

10/14 Observational Methods C&B Ch. 6

Survey Research C&B Ch. 7

10/21 Conducting Experiments C&B Ch. 9

Program Evaluation P. 220

**\*Lit Review Section Due (DE due 10/26)**

**(Include complete paper)**

10/28 Understanding Results C&B Ch. 12

Yaffee (2006)

11/04 Individual Appointments Review Research Paper

11/11 Results & Statistical Inference C&B Ch. 13

11/18 Generalizing Results C&B Ch. 14

**\*Methods Section Due (DE due 11/23)**

**(Include complete paper) Review for Final Exam**

11/25 Thanksgiving Break Thanksgiving Break

12/02 **Final Exam Final Exam (DE 12/04-12/06)**