

## APPLICATION FOR NEW COURSE

<b>1. General Information.</b>				
a.	Submitted by the College of: <u>Education</u>	Today's Date: <u>10/15/2010</u>		
b.	Department/Division: <u>EDSRC</u>			
c.	Contact person name: <u>Malachy Bishop</u>	Email: <u>mbishop@uky.edu</u>	Phone: <u>257-4291</u>	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: <u>RC 735</u>			
b.	Full Title: <u>Advanced Methods for Teaching and Conducting Research in Rehabilitation Counseling: From Theory to Practice</u>			
c.	Transcript Title (if full title is more than 40 characters): <u>Adv Teach &amp; Research in RC</u>			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): <u>N/A</u>			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	<u>3</u> Lecture	<u>      </u> Laboratory <sup>1</sup>	<u>      </u> Recitation	<u>      </u> Discussion
	<u>      </u> Clinical	<u>      </u> Colloquium	<u>      </u> Practicum	<u>      </u> Research
	<u>      </u> Seminar	<u>      </u> Studio	<u>      </u> Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	<u>Advanced study of issues related to developing a theoretical framework for conducting and teaching rehabilitation counseling research. The course will incorporate rehabilitation counseling theory into researchable paradigms. The focus will be on understanding issues related to disability, developing a theoretical framework for rehabilitation research, and applying research findings to teaching, practice, policy, and program evaluation.</u>		
j.	Prerequisites, if any: <u>Prerequisite: Admission to the Ph.D. program in special education and rehabilitation counseling.</u>			
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	<u>5-10</u>		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program: _____			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: _____			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# APPLICATION FOR NEW COURSE

## Signature Routing Log

**General Information:**

Course Prefix and Number: RC 735

Proposal Contact Person Name: Malachy Bishop

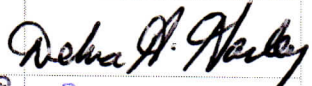

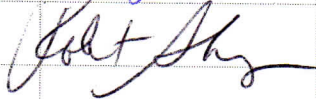
Phone: 257-4291

Email: mbishop@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDSRC Department	11/2/2010	Debra Harley, Dept. Chair / 7-7199 / dhar100@email.uky.edu	
C+C Committee	11/29/10	Doug Smith 7-1824 dcsmit1@uky.edu	
Education faculty	12/14/10	Robert Shapiro 7-9795 rshap01@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**Methods for Teaching and Conducting Research in Rehabilitation Counseling:  
From Theory to Practice (RC/EDS 735)**

Instructor: Ralph Crystal, Ph.D., CRC  
Rehabilitation Counseling  
224 Taylor Education Building  
257-3834 Office phone/257-3835 fax.

Spring 2011  
Rehabilitation Counseling faculty  
Crystal@uky.edu

<b>Goals and Objectives of the Course</b>
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Advanced study of issues related to developing a theoretical framework for conducting research and teaching rehabilitation counseling research. The course will incorporate rehabilitation counseling theory into researchable paradigms. The focus will be on understanding issues related to disability, developing a conceptual framework for rehabilitation research, and applying research findings to teaching, research utilization, policy decisions, and program evaluation. Prerequisite: Admission to the Ph.D. program in special education and rehabilitation counseling.

**Upon completion of the course students will be able to:**

1. Understand research frameworks in the human services and in rehabilitation counseling.
2. Be able to distinguish between different research methodologies and how these can be applied in rehabilitation counseling.
3. Have an advanced understanding of disability issues as these relate to rehabilitation counseling research.
4. Understand ethical issues as these relate to the conduct of rehabilitation research.
5. Be familiar with the procedures for obtaining human subject approval.
6. Be able to describe different procedures for conducting rehabilitation research including basic and applied research, quantitative and qualitative and mixed methods research methods in rehabilitation counseling, and program evaluation research methodologies, techniques, and procedures.
7. Be able to articulate a theoretical framework for conducting rehabilitation research.
8. Be able to articulate a theoretical framework for teaching rehabilitation research.

**Texts**

Bellini, J.L., & Rumrill, P.D. (2009). Research in Rehabilitation Counseling. Springfield, IL: Charles C. Thomas.

Additional readings relevant to weekly topics will be assigned and made available.

**Course Assignments**

1. Students will develop a topic for dissertation project and will prepare a proposal for the dissertation. This proposal will include the first three chapters of the dissertation: Statement of the Problem, Literature Review, and Methodology. This will be due at the end of the semester (50% of the grade).
2. Each student will make two class presentations, including one on a weekly topic, in which they will present materials and information and lead discussion relevant to the weekly topic, and one in which the student will present to the class his/her dissertation research proposal. Feedback from the class will be used for preparation of the dissertation proposal (25% of the grade).
3. Students will attend and participate in class discussion of weekly topics (25% of the grade).

**Course Consultation**

The course instructor is available to meet with students to discuss project ideas

**Grades**

**Grading Criteria:**

Final grades in the course will be computed on the following basis:

- 1) Classroom presentations (40%)
- 2) Classroom participation (10%)
- 3) Management System (50%)

Total 100%

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as follows. These are the minimums required to achieve each grade:

90-100	= A
80-89	= B
70-79	= C
Below 70	= E (Failure)

**Course outline**

**Weeks 1-3**

The nature of rehabilitation research and planning a research study in rehabilitation counseling settings.

Readings

Text Chs. 1-3 and as assigned

**Weeks 4-5**

Ethical considerations in conducting research, HIPPA, and Human Subject Committees

Readings

Text Ch. 4 and as assigned

**Weeks 6-8**

Research methods and designs in rehabilitation counseling settings  
Reviewing the literature, research methods, selecting a sample, collecting research data with tests and self report methods, questionnaires and interviews, observation, and content analysis

Readings

Text Ch 5-7 and as assigned

**Week 9**

Teaching rehabilitation counseling research. Methods and approaches to educational preparation and delivery in rehabilitation counseling research

Readings

As assigned

**Weeks 10-14**

Conducting rehabilitation research: Quantitative, qualitative and mixed methods approaches to rehabilitation counseling research.

Readings

As assigned

**Week 15**

Translation of research into practice: Publication, research dissemination and utilization.

Readings

Text Ch 8-10 and as assigned

**Week 16**

**Final Exam Week**

**Other Course-Related Information:**

1. ATTENDANCE IS MANDATORY.

Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. If an absence is unavoidable, the student is *responsible for advising the instructor beforehand*. If this is not possible, and the student's absence is an excusable absence, the student is responsible for discussing this with the instructor, and may be asked for written verification. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities (5.2.4.2). *Each unexcused absence will result in the loss of 1/2 a letter grade.*

2. Required Readings: All readings for this course have been carefully selected to provide you with important and current information on the topics covered. Complete all required readings before attending class in order to fully participate and understand the concepts/topics currently under study.

3. All assignments are to be completed independently. Please give credit in your written work to all sources. All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above. All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, etc. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

4. No audible pagers or cellular telephones are allowed. Taking telephone calls, texting, and other electronic communication during class time is disruptive and disrespectful and will not be allowed.

5. Accommodation: All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at: [www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/).

### **Recommended Course-Related Readings**

The following textbooks and readings are recommended reading:

- Bard~ Bieschke , K.J., Herbert, J.T., & Eberz, A.B. (2000). Predicting Research Interest Among Rehabilitation Counseling Students and Faculty. *Rehabilitation Counseling Bulletin*, 44, 48-55.
- Chan, F. & Rosenthal, D.A. (Eds.) (2006). Advanced research method and statistics. (Special Feature). *Rehabilitation Counseling Bulletin*.
- Chan, F., Chronister, J., & Cardoso, E. (2009). An introduction to evidence-based practice approach to psychosocial interventions for people with chronic illness and disability. In F. Chan, E. Cardoso, & J. Chronister (Eds.), *Psychosocial interventions for people with chronic illness and disability: A handbook for evidence-based rehabilitation health professionals* (pp. 3-19). New York: Springer.
- Chan, F., Lee, G., Lee, E.J., Allen, C., & Kubota, C. (2007). Structural equation modeling in rehabilitation counseling research. *Rehabilitation Counseling Bulletin*, 51, 44-57.
- Chan, F., Miller, S., Pruett, S., Lee, G., & Chou, C. (2003). Rehabilitation research. In D. Maki & T. Riggarr (Eds.), *Handbook of Rehabilitation Counseling* (pp. 159-170). New York: Springer.
- Chan, F., Rosenthal, D.A., & Pruett, S. (Eds.) (2008). Evidence-based practice in rehabilitation. (Special Issue). *Journal of Rehabilitation*.
- Chan, F., Tarvydas, V., Blalock, K., Strauser, D., & Atkins, B. (2009). Unifying and elevating rehabilitation counseling through model-driven, culturally-sensitive evidence-based practice. *Rehabilitation Counseling Bulletin*, 52, 114-119.
- Chwalisz, K., & Chan, F. (2008). Methodological advances and issues in rehabilitation psychology (Special Issue). *Rehabilitation Psychology*, 53



- Chwalisz, K., & Chan, F. (2008). Methodological advances and issues in rehabilitation psychology: moving forward on the cutting edge. *Rehabilitation Psychology, 53*, 251-253.
- Commission on Rehabilitation Counselor Certification (2009). *Code of professional ethics for rehabilitation counselors*. Schaumburg, IL: Author.
- Falvo, D., & Parker, R.M. (2000). Ethics in Rehabilitation Education and Research. *Rehabilitation Counseling Bulletin, 43*, 197-202.
- Hoyt, W., Imel, S. E., & Chan, F. (2008). Regression and correlation techniques: Recent controversies and best practices. *Rehabilitation Psychology, 53*, 321-339.
- Johnson, E.K., Dow, C., Lynch, R.T., & Hermann, B.P. (2006). Measuring Clinical Significance in Rehabilitation Research. *Rehabilitation Counseling Bulletin, 50*, 35-45.
- Robinson V., Leahy, M., & Hernández, N.E. (2007). The Delphi Method in Rehabilitation Counseling Research. *Rehabilitation Counseling Bulletin, 50*, 111-118.
- Weston, R., Gore, P. A., Chan, F. & Catalano, D. (2008). An introduction to using structural equation models in rehabilitation psychology. *Rehabilitation Psychology, 53*, 340-356.