





### APPLICATION FOR NEW COURSE

- 17.  The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
- 18.  Check box if course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Carl G. Mattacola Phone: 3-1100 x80860 Email: carlmat@uky.edu

20. Signatures to report approvals:

<u>4/11/08</u> DATE of Approval by Department Faculty	<u>Judith L. Page</u> Reported by Department Chair
<u>5-08-08</u> DATE of Approval by College Faculty	<u>Sharon R. Stewart</u> Reported by College Dean
* DATE of Approval by Undergraduate Council	<u>/</u> Reported by Undergraduate Council Chair
* DATE of Approval by Graduate Council	<u>/</u> Reported by Graduate Council Chair
<u>7/15/08</u> * DATE of Approval by Health Care Colleges Council (HCCC)	<u>Heidi Anderson</u> Reported by Health Care Colleges Council Chair
* DATE of Approval by Senate Council	<u>/</u> Reported by Office of the Senate Council
* DATE of Approval by University Senate	<u>/</u> Reported by Office of the Senate Council

\*If applicable, as provided by the *University Senate Rules*

Research in Rehabilitation Sciences  
RHB 720

The University of Kentucky  
Department of Rehabilitation Sciences

**Course Description**

The purpose of this course is to provide a critical review of the current practices in research methodologies in rehabilitation and investigate the consequences of selecting various research methodologies and analytic strategies. Topics will include a review of qualitative and quantitative methodologies ranging from phenomenological interviews to single-subject and quasi-experimental designs to descriptive studies to single and multi-site randomized clinical trials. The advantages and disadvantages of the various approaches will be examined in relationship to the various aspects of the bio-psycho-social-environmental model of human functioning, disability, and health across the life span.

**Objectives**

- Identify and compare appropriate research designs that are specific to rehabilitation sciences that include both qualitative and quantitative methodologies
- Comprehend and apply Research ethics and Institutional Review Process in Rehabilitation Sciences
- Formulate research questions specific to Rehabilitation Sciences
- Select and critique appropriate Research Designs in Rehabilitation Sciences
- Provide foundational skills and experiences in the design of effective Sampling, Collection, and Analysis specific to clinical populations of interest in Rehabilitation Sciences
- Understand best practices in management of research and multidisciplinary/interprofessional teams
- Understand and demonstrate the phases of developing a clinical research agenda in Rehabilitation Sciences

**Instructional Strategies**

Lecture and Interactive Discussion

**Assigned Readings**

Available via Blackboard web page.

**Required Texts**

Huck, S. W. and W. H. Cormier (1996). Reading Statistics and Research. New York, NY, Harper Collins College Publishers.

Creswell, J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks CA. Sage Publishers

**Optional References**

### **Academic Honesty**

Each student in the class is expected to adhere to the highest standards of academic honesty. Cheating and plagiarism violate the rules of the University and the ethical standards of members in the allied health profession. Violations of the university's rules regarding academic honesty can lead to a failing grade in the course and expulsion from the University. Students may view the Student Rights & Responsibilities Document at <http://www.uky.edu/StudentAffairs/Code/part1.html>.

### **Withdrawals and Incompletes**

The last day to withdraw from the course is at the end of the fifth week for fall or spring semester. No withdrawals will be signed after that date.

It is the student's responsibility to properly process withdrawals. Students who fail to process withdrawals or who process them after the time that grade report sheets are printed, will receive a grade of F on the official grade sheet. To correctly process a withdrawal the student must obtain the signature of Dr. Mattacola or one of the course instructors, obtain the signature of the student's advisor, and take the withdrawal form to the Registrar's office.

Incomplete (I) grades will be given only in extenuating circumstances and never as a replacement for a failing or substandard grade. Any student requesting an incomplete grade must see the course coordinators for approval and for additional rules governing incomplete grades.

### **Administrative**

Students are to be aware of and meet the technical standards and behavioral standards as outlined in Technical Standards and the Behavioral Standards in Patient Care of the College of Allied Health Profession.

### **Grading**

A: 90-100 points ; B: 80- 89 points; C: 70- 79 points

Assignment	Date Due	Percentage of total grade
Critique of Articles		10%
Application and interpretation of class data set		20%
Review Paper of Research Tools in Rehabilitation Sciences		15%
Development of Clinical Research Agenda		20%
Research project		15%
Class Participation		20%
		100%

#### Class Participation:

- A - Highly Prepared for AND actively engaged in class discussions
- B- Moderately prepared for OR moderately engaged in class discussions
- C- Questionable preparedness for OR little participation in class discussions
- E- No participation in class discussions

### **Feedback**

Students are encouraged to come to the instructor's office to discuss progress in the class. This will be the only means for review of evaluation instruments.

If applicable, tests and/or papers will be retained by the course coordinator until approximately three weeks into the succeeding semester or summer session (Feb. 15, June 1, Aug. 1, and Sept. 15).

### **Office Hours**

Course Directors: Carl Mattacola Others TBD

Office: Room 210 E

E-mail: [carlmat@uky.edu](mailto:carlmat@uky.edu)

Telephone: 859-323-1100 X 80860

Cell Phone:

Office Hours: M-W-F 8 – 10am

### **Attendance Policy**

The instructors expect everyone to attend every class and be on time. If absence is due to external or clinical responsibilities it is the student responsibility to notify the professor of the absence or potential absence at the beginning of the semester. Additionally, the student is responsible to obtain information presented during his or her absences and submit prior to absence any assignment due. Attendance and punctuality will be tallied by the instructor and contributes to your class participation score. Each unexcused absence will account for 2% deduction from the class participation percentage. Therefore if you have 5 unexcused absences you would have 10% deducted from your total participation percentage.

### **University Closing**

Students should be aware of the following sources of information in the event of inclement weather or other problems that might cause the University to close. Remember, if the University is open, students are expected to be in attendance and all tests will be given. If the University is closed on a test day, expect the test to be given on the next class day.

The cancellation or delay of class announcements will normally be made by 6:00 a.m. through the local media. The latest information will be available on the University of Kentucky **INFOLINE at 257-5684**, University of Kentucky **TV Cable Channel 16**, and **WUKY** or the **UK Website at [www.uky.edu](http://www.uky.edu)**.

### **Professional Behavior**

Aside from academic performance, students are professionals in training. Such attributes as maturity, positive attitude, curiosity, individual initiative, respectful behavior towards others, motivation and perseverance are considered valuable assets in this quest.

#### Class Schedule

Week	Topic	Instructor	Assignment
1	Introduce the syllabus and assignments		
2	How to Read a Scientific Paper		
3	Effectively evaluating and accessing the Literature		
4	Qualitative Research Designs		
5	Quantitative Research Designs		
6	Research Ethics Boundaries between practice and research		
7	Research Validity		
8	Selection and Assignment of subjects		
9	Assessing Methodological Quality		
10	Measurement Tools in Rehabilitation Sciences		
11	Formulating and Critically analyzing the Research Question		
12	Critique of Research Design in the Rehabilitation Sciences		
13	Sampling, Collection, and Analysis specific to clinical populations of interest in Rehabilitation Sciences		
14	Management of research and multidisciplinary/interprofessional teams		
15	Incorporation and critical analysis of best practice in the rehabilitation sciences		
16	Development of a clinical research agenda in the rehabilitation sciences		
Finals			