

REH 6230 Introduction to Research in Clinical Rehabilitation Counseling Fall Semester - 2026 3 Credits

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Office Hours: By Appointment – Email me and we'll find a time to meet ☺

Course Date and Time/Delivery Method: Asynchronous

- Modules open about one week ahead of the scheduled “date”.

Course Description: This course emphasizes research design (e.g., qualitative, quantitative, and mixed methods) and research principles necessary for effective research and evaluation practices in Clinical Rehabilitation Counseling, including locating, reviewing, evaluating, and synthesizing relevant literature. Principles of program evaluation are emphasized.

Required Text(s):

- Balkin, R. S., & Kleist, D. M. (2017). Counseling research: A practitioner-scholar approach. American Counseling Association.
- Krantzler, J. H. (2018). Statistics for the terrified (6th ed.). Rowman & Littlefield Publishers.
- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).
- Additional Readings: Will be uploaded into and available in CANVAS.

Course Objectives & Outcomes: The purpose of this course is to introduce Clinical Rehabilitation Counseling students to the skills necessary to be a good consumer of rehabilitation and counseling research as well as introduce the knowledge and skills required for effective research and evaluation practices in Clinical Rehabilitation Counseling. This process includes the ability to locate, review, evaluate, and synthesize relevant literature, as well as how to select, implement, and evaluate evidence-based practices using research principles, design, and methods. Upon completion of this course, the successful student will possess foundational knowledge of the philosophy, science, and practice of research, as well as the specialized knowledge of the research and related issues in Clinical Rehabilitation Counseling. By the end of this course, students will:

- Understand the importance of research in advancing the counseling profession,
- Identify and critique research to inform counseling practices

- Analyze counseling and rehabilitation research and recognize methodological elements of the research.

CACREP 2024 Standards Associated with this Course (<https://www.cacrep.org/section-3-foundational-counseling-curriculum/>):

Section 3: Foundational Counseling Curriculum

H. Research and Program Evaluation

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
3. qualitative, quantitative, and mixed methods research designs
4. practice-based and action research methods
5. statistical tests used in conducting research and program evaluation
6. analysis and use of data in research
7. use of research methods and procedures to evaluate counseling interventions
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. culturally sustaining and developmentally relevant outcome measures for counseling services
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

This course also aligns with the [knowledge domains](#) on the Certified Rehabilitation Counselor exam.

Required Technology

Zoom

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Zoom sessions in a professional manner. All students are required to have functioning microphones and cameras so that we can communicate through the teleconferencing system, Zoom, without relying on the chat function.

Students should minimize distractions by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimize other Internet web pages while class is in session. In addition, students should only use the chat feature for class related posts. Students are strongly encouraged to use the microphone feature to ask questions and engage in dialogue with the instructor and their classmates. Please remember to mute the microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in

reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all asynchronous discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.

Learning Activities and Grading Scale

Assignment	Frequency		Points
Personal Introduction	1	Part 1: 15 pts Part 2: 3 @ 5 pts	30
Library Modules	2	Avoiding Plagiarism (3 pts) Citing Sources in APA (3 pts)	**Required** but.... Scored as <i>Extra Credit</i>
Weekly Quizzes	12	10 pts each	120
IRB CITI Training	1	100	100
Article Critiques	2	50 pts each	100
Packback Responses	7	Part 1 (Question): 70 Part 2 (2 Responses): 70	140
Research Paper			
• One Sheeter	1	25	400
• Annotated Bibliography	1	200	
• Synthesis Matrix	1	75	
• Final Write Up	1	100	
Final Exam	1	100	100
			Total Points: 990

Grading Scale

A: 930 – 990	C+: 782 – 791
A-: 891 – 929	C: 693 – 781
B+: 831 – 890	D: 585 – 692
B: 792 – 830	F: Below 584 points

Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

3. All graduate students must maintain a 3.0 grade point average to remain an active student in the USU MRC graduate program (a USU Graduate School policy).

Specific Assignment Instructions (additional information is available in CANVAS)

- **Personal Introduction:** This consists of two parts. Part 1 is an introduction of yourself to the course (15 pts) and part 2 consists of responding to the introductions of three of your peers (3 @ 5 pts).
- **Library Modules:** Student will complete two library modules that are scored as extra credit. One module focuses on APA formatting and style, and the other focuses on the correct citation of materials using APA parameters (six extra credit points).
- **Weekly Quizzes:** Open-book, open-note quizzes will be administered based on the readings and lectures. Quizzes will be available in CANVAS the week before they are due (12 Quizzes @ 10 pts).
- **IRB CITI Training:** Students will complete the IRB Human Subjects research training. This training can be accessed through the USU IRB website and is available to all students.
- **Article Critiques:** Students will select two different counseling related empirical articles to critique (topics should be of interest to the student and related to a Clinical Rehabilitation Counseling intervention, practice, or service). ***One of the critiques must focus on a qualitative research article, and the other must critique a quantitative research article.***
- **Packback Responses:** Students will post questions (seven times over the course of the semester) based on the assigned reading and corresponding interview from the weekly Spotlight on Research Series. Seven responses (two parts – Question 10 pts and two responses, 5 pts each.)
- **EBP Research Paper:** Students will complete a research paper on a topic of their choice related to Clinical Rehabilitation Counseling and evidence-based practices. This has four parts:
 - **Final Paper** – One Sheeter
 - **Final Paper** – Annotated Bibliography
 - **Final Paper** – Syntheses Matrix
 - **Final Paper** – Actual Write up, the research paper.
- **Final Exam:** At the conclusion of the semester, students will complete a final Exam. The final exam will be available during finals week and will cover all material in the course (including material that may not have been presented on during lectures). The exam will be timed.

Due Dates: Assignments are due by 11:59 PM (MST) on the due date posted in CANVAS. Assignments typically open one to two weeks in advance of the due date and you are always welcome to turn assignments in early.

Late Assignment Policy: Due to the nature of the course and the amount of information covered, late assignments are not accepted. If you have any questions or concerns, please reach out to me (trent.landon@usu.edu).

AI Policy: In this course, the use of AI tools to generate content or responses for assignments ***is prohibited***. This includes chatbots like ChatGPT and Copilot, image generators, coding assistants, and similar technologies. Students may not submit work that is wholly or partially generated by AI. Tools that provide grammar checking (such as Grammarly) may be used to finalize writing, but should not be used in ways that greatly modify writing style or content. An essential outcome of this course is to strengthen students' foundational skills as thinkers, creators, and communicators by doing and presenting their own work. As students personally develop and demonstrate the skills taught in this course, they will be better prepared to perform effectively with or without the assistance of AI.

Utah State University Policies

Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources and the accompanying Terms of use for USU IT resources, as well as Article V-3.B.25.c of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code](#) Article V Section V-3 for more information.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;

- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#). You can also refer to the following for additional information.

- 1) [USU MRC Program Evaluation and Student Assessment Plan](#)
- 2) [USU Student Retention and Remediation Plan](#) (pages 47 – 53 of USU MRC Student Handbook)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from [discrimination](#) and [sexual misconduct](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources.

Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented [reporting policies and practices](#) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "[reporting employee](#)." This means that if you share information with me about incidents of [sexual misconduct](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I *will report* that information to the [USU Title IX Coordinator](#). I will also share with you information about [designated confidential resources](#), [supportive measures](#), and [how you can file a report](#) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the [mental health and wellness resources](#) available to you.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students Who are Pregnant or Have a Pregnancy-Related Condition

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to

provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

Office of Equity: Distance Education, Room 400, Logan Campus, 435-797-1266, [Office of Equity: Pregnancy and Pregnancy Related Conditions](#).

Inclusive Excellence

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the [Inclusive Excellence Office](#).

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the [Academic Grievances section of the Course Catalog](#).

Emergency Procedures

In the case of a drill or real emergency, classes will be notified about cancellation or other potential impacts through official university communication. Those channels will likely be either an Aggie Alert notification; or notification by a USU MRC program faculty/staff, or official USU representative through an @usu.edu email. In the event of a disaster that does not permit enough time for notifications, please prioritize your own health and safety first. Review the [USU Emergency Management](#) for more information.

Food Security

For those students in the Cache Valley Area, the USU Student Nutrition Access Center (SNAC) offers free food assistance to all students. Students are welcome to visit the pantry once per calendar week. There are no questions or qualifications required to access this service; you simply need to present your student ID card or A#. The pantry is committed to supporting student well-being by ensuring access to nutritious food options. For more information, including pantry hours and location, please visit [SNAC Food Pantry](#). Accessing the SNAC Food Pantry is a smart way to manage your food needs and stay focused on your academic success.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You

can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#).

Students are also encouraged to download the “[SafeUT App](#)” to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Course Schedule

Date	Topic & Corresponding CACREP 2024 Standards /Course Objectives	Reading(s)	Assignments
Week #1 Aug. 31 st to Sept 6 th	• Introduction to the Course & Syllabus • The Counselor as a Practitioner-Scholar • 3.H.1: Importance of Research	• B & K: Chapter 1 • Stoltenberg et al. (2000)	• Quiz #1 • Personal Introduction Part #1
Week #2 Sept. 7 th to 13 th	• The Research Process • Evidence-Based Practice in Counseling • APA Style Overview • 3.H.2: Evidence Based Practices	• B & K: Chapter 2 • Empirically Supported Treatment Readings • APA Manual 7th Ed. (2020)	• Quiz #2 • Is this Citation Correct – Quiz • Paraphrase vs Summarize - Quiz • Packback #1
Week #3 Sept. 14 th to 20 th	• Ethical & Multicultural Issues in Counseling • Types of Research • 3.H.9: Culturally sustaining/developmentally relevant measures • 3.H.10 ethical and legal considerations • 3.H.11 culturally sustaining and development responsive	• B & K: Chapters 3 & 4 • Johnson et al. (2016)	• Quiz #3 • CITI Training
Week #4 Sept. 21 st to 27 th	• Fundamental Concepts in Quantitative Research • 3.H.4: Practice and Action based methods	• B & K Chapter 5 • K: Chapters 4, 5, 6, 7, & Appendix A	• Quiz #4 • Personal Introduction (Part 2 – Response to Peers)
Week #5 Sept. 28 th to Oct. 4 th	• Examining Relationships • Correlation & Regression • 3.H.5: Statistical analyses. • 3.H.6: Analysis and use of data	• B & K Chapter 6 • K: Chapters 8 & 9	• Quiz #5 • Packback #2 • Final Paper – One Sheeter
Week #6 Oct. 5 th to 11 th	• Examining Differences Between Groups • Introduction to Inferential Statistics • 3.H.5: Statistical analyses. • 3.H.6: Analysis and use of data	• B & K Chapter 7 • K: Chapters 10, 11, and Appendices B & C	• Quiz #6 • Packback #3

	• <u>3.H.7</u>: Evaluating counseling interventions		
Week #7 Oct. 12 th to 18 th	• Analysis of Variance (ANOVA) • Nonparametric Statistics (Chi Square) • <u>3.H.5</u>: Statistical analyses. • <u>3.H.6</u>: Analysis and use of data • <u>3.H.7</u>: Evaluating counseling interventions	• K: Chapters 12 & 13, and Appendix D	• Quiz #7 • Packback #4
Week #8 Oct. 19 th to 25 th	• Examining Differences within Groups • Single Case Research Designs • <u>3.H.5</u>: Statistical analyses. • <u>3.H.6</u>: Analysis and use of data • <u>3.H.7</u>: Evaluating counseling interventions	• B & K Chapter 8 • Gerald et al. (2019)	• Quiz #8 • Packback #5
Week #9 Oct. 26 th to Nov. 1 st	• Synthesizing Research Results Using Meta-Analysis • <u>3.H.6</u>: Analysis and use of data • <u>3.H.7</u>: Evaluating counseling interventions	• B & K Chapter 9 • Pigott & Polanin (2020) • Whiston & Li (2011)	• Quiz #9 • Packback #6 • Final Paper – Annotated Bibliography
Week #10 Nov. 2 nd to 8 th	• Fundamental Concepts in Qualitative Research • <u>3.H.3</u> Qualitative/Mixed Methods	• B & K Chapter 10 • Hill et al. (1997)	• Quiz #10 • Article Critique #1
Week #11 Nov. 9 th to 15 th	• Multiple Perspectives on a Phenomenon: The Qualitative Lenses • <u>3.H.3</u> Qualitative Methods	• B & K Chapter 11 • Creswell et al. (2007)	• Quiz #11 • Packback #7
Week #12 Nov. 16 th to 22 nd	• Measurement in Counseling Research: Psychometrics • <u>3.H.7</u>: Evaluating counseling interventions	• B & K Chapter 12 • Lenz & Wester (2017) • Beveridge et al. (2019)	• Quiz #12 • Article Critique #2 • Final Paper – Synthesis Matrix
Week #13 Nov. 23 rd to 29 th	• Research Paper Week • No recorded lecture. • Use this time to start your research paper and meet with the instructor as needed to organize your thoughts.		
Week #14 Nov. 30 th to Dec. 6 th	• Program Evaluation • <u>3.H.8</u>: Program eval, designs/procedures	• B & K Chapter 13 • Whiston (1996)	• EBP Research Paper
Week #15 Dec. 7 th to 13 th	• No Formal Class • Prepare for the Final • If you have questions, please schedule office hours.		
Week #16 Dec. 14 th to 18 th	Finals Week		Final Exam

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Disclaimer

Over the course of the semester, adjustments to the syllabus may be required. In the event this happens, students will be notified of the change, how it potentially impacts them, and an updated version of this syllabus will be provided.