REHB 588
SEMINAR IN RESEARCH IN REHABILITATION
Fall, 2016

Friday, 9:00 a.m. - 12:00 Noon
Rehn Hall, Room 323

Dr. William Crimando
333A Rehn Hall
453-8293
e-mail: crimando@siu.edu
Office hours: M, W 8:30–11:30

COURSE OBJECTIVES

1. To provide students with an opportunity to apply the knowledge obtained in previous basic research design and statistical analyses courses.

2. To expand students’ basic knowledge of the principles and practices of research in regard to
   a. the different types of survey sampling designs, questionnaire design (including item generation and format), and major data collection methods (mail, telephone interview, internet/email, and personal interview).
   b. the procedures required for causal research (experimental, quasi-experimental, causal-comparative), qualitative and naturalistic research, and research involving analysis of extant data/documents (meta-analysis, time series, correlational/regression)

There will be a series of developmental lectures, accompanied by readings from rehabilitation-related literature, and discussions about the research and statistical issues brought up therein. The exact list of topics and schedule will be determined by class need.

3. To develop skills in critically evaluating rehabilitation research proposals. Students will develop skills in critiquing research proposals in regard to
   a. the sufficiency of the literature review as a foundation for the research questions/hypotheses,
   b. the clarity of the research questions/hypotheses,
   c. the sufficiency of the reason(s) for conducting the study, and
   d. the adequacy of the proposed methodology.

4. To develop skills in developing a dissertation proposal. Each student will develop a three chapter research proposal. Chapter I will contain the statement of the research problem (background, introduction of concepts and constructs, the research questions, why they are important to address, definition of terms, delimitations, and anticipated limitations). Chapter II will contain a review of the literature (minimum of 25 references cited, unusual circumstances notwithstanding). Chapter III will contain the research methodology (e.g., the
sample, the data collection procedures, the data analysis procedures, method flow chart, etc.). Additional guidelines for the development of Chapters I, II, and III of a research proposal can be found in the recommended textbook.

This proposal will be submitted for class review four times:

1. Review 1 will include Chapter I as described above. All students will submit chapter 1 by the same date (see course calendar), and informally present it to the class for comment 1-2 weeks later. The class will have already read and critiqued the chapter, and during the presentation will present their critiques for discussion. Suggestion: Make the changes to Chapter I soon after the presentation, while the feedback is still fresh, and before you get too deeply involved in writing additional chapters.

Prior to preparing the dissertation proposal, each student should arrange to meet with her/his dissertation chair to discuss possible research questions. It will neither be the policy or practice in this course for the instructor or any student to tell another student what questions he or she must use or cannot use for a dissertation. That is entirely up to the student, the dissertation chair and, eventually, the dissertation committee.

2. Review 2 will include Chapter II. These will be subject to review and discussion as in Review 1. Make changes as described above.

3. Review 3 will include Chapter III. Writing will be facilitated by an earlier submission of a work breakdown (template will be supplied) that includes the research questions/hypotheses and all of the steps/decisions/reasoning that you are planning. These will be subject to review and discussion as in Review 1. Make changes as described above.

4. Review 4 will include Chapters I, II, and III, revised pursuant to feedback obtained in earlier discussions. These will be formally presented in class at the end of the semester, and must be accompanied by a Powerpoint-like presentation of between 10 and 15 slides. We will be simulating the proposal presentation that you will eventually make to your committee.

**TEXT**

This book is required:


This book is strongly recommended:


You will be required to produce all papers using the 6th edition of the APA publication manual. If you do not already own one of these, it would be a good idea to purchase one.

You are also responsible for locating literature to support your preparation of prospectuses.

**CRITERIA FOR FINAL COURSE GRADE**

Seven criteria will be used:
- Quality of final draft of research proposal, which will include adherence to APA style
- Class participation in providing feedback to other students
- Student progress during course
- Maintenance of high standards of professional behavior
- Student adherence to deadlines for written assignments
- Student use of faculty feedback

The final judgment will, necessarily, be subjective.

**SCHEDULE**
The exact schedule, including deadlines for papers, will be worked out on the first day of class.

**COURSE POLICIES**

**Policy on Reasonable Accommodations**

It is the policy of the Rehabilitation Counseling and Administration program to facilitate reasonable accommodations for any otherwise qualified students with disability, which will assist them in completing their degree programs. Students requiring such accommodations should notify their faculty and faculty advisors, and work through the SIUC Disability Support Services (DSS), whose offices are centralized at B150 Woody Hall.

**Plagiarism**

Students are expected to maintain the highest levels of scholarly behavior, which includes avoidance of plagiarism. Instances of plagiarism will be considered unprofessional behavior and, when discovered, result in disciplinary action. The nature of the consequences will be contingent on the nature and extent of the plagiarism, and whether the instance is a “first offense” or the latest offense.

There will be “zero tolerance” for plagiarism in this class. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification);
or using another’s written or spoken theories, hypotheses, ideas, opinion or statistics when they are not “common knowledge”; or using another’s tables or graphics. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file.

Examples of plagiarism: This is a quote from Lehmann and Crimando (2008, p. 159):

Social scientists would refer to this phenomenon as an unanticipated or unintended consequence, or the ‘detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes’ (Shaffer, 2003, para. 5), the law of which suggests that people’s actions always result in unintended consequences (Norton, 2002), with the latter sometimes being the exact opposite of what was intended.

Well-known ways to plagiarize include repurposing a paper developed for another reason either by one’s self or another person, repeating a quote verbatim without any attribution, or attributing it but not indicating that it is an exact quote (by omitting the quotation marks, if required, and page number). Lesser known ways would include plagiarism by simple word substitution/omission (This phenomenon is called an unanticipated or unintended consequence, or the ‘detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes’ (Shaffer, 2003, para. 5), and the law suggests that people’s actions always result in unintended consequences (Norton, 2002), that are sometimes the exact opposite of what was intended); order modification (Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences); or a combination of both (Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences, and the law of unintended consequences says that result may be exactly opposite to what was desired). Any of these would be plagiarism if they included no attribution, identification as a quote, or both, as appropriate.

The preferred method of including other’s work in your own paper would be to paraphrase, which means putting into your own words, and providing proper attribution. For example, you could say “According to Lehmann and Crimando (2008), the law of unintended consequences says that any action may have unplanned and, sometimes, opposite results.” A less preferred method would be to provide a properly attributed exact quote. My rule of thumb is to only quote when (a) changing even one word of the original statement would weaken the argument; (b) the original author made up a new term; (c) the original author made a mistake; or (d) for variety when used sparingly. Even then, I will return for rewrite any paper which is riddled with lengthy or excessive quotes. If I give you an assignment, I want to read your words; if I wanted to read another author’s words, I would read the original.

Pursuant to this policy, all papers go through Turnitin originality checker upon submission to the dropbox.
Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu. Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.