**Course Syllabus**

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| **1** | **Course title** | Research Methods in Rehabilitation Sciences |
| **2** | **Course number** | 1804340 |
| **3** | **Credit hours** | 3 |
| **Contact hours (theory, practical)** | 3 |
| **4** | **Prerequisites/corequisites** | 1801381 Bio-Statistics |
| **5** | **Program title** | BSc Bachelor in Hearing and Speech Sciences |
| **6** | **Program code** | 1804 |
| **7** | **Awarding institution** | The University of Jordan |
| **8** | **School** | Rehabilitation Sciences |
| **9** | **Department** | Hearing and Speech Sciences |
| **10** | **Course level** | Undergraduate/Third Year |
| **11** | **Year of study and semester (s)** | 2022/2023; Second Semester |
| **12** | **Other department (s) involved in teaching the course** | None |
| **13** | **Main teaching language** | English |
| **14** | **Delivery method** | ☐Face to face learning ☐Blended ☐Fully online |
| **15** | **Online platforms(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **16** | **Issuing/Revision Date** | 23/02/2023 |

**17 Course Coordinator:**

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| Name: Dr. Rana Alkhamra  Office number: 450  Phone number: 5355000, ext. 23271  Email: [ranaalkhamra@gmail.com](mailto:ranaalkhamra@gmail.com); [r.khamra@ju.edu.jo](mailto:r.khamra@ju.edu.jo)  Contact hours: **Office**/ Sundays and Tuesdays 2:00- 4:00 pm  **Online**/ Microsoft Teams/ Mondays: 12:30- 1:00 pm (use link below)  **https://teams.microsoft.com/l/team/19%3aFNVZ-8jkO6jyHZO3EY9Z5phlt9iHwoDNiOb\_dd\_Ftvc1%40thread.tacv2/conversations?groupId=90a3c985-5c95-416c-b948-8b033e8f1ab7&tenantId=05405dba-373c-4e20-a30e-3e6fcf507cfe** |

**18 Other instructors:**

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| Name: Hala Al-Omari  Office number:  Phone number: 23239  Email: Halaomari@gmail.com; [h\_omari@ju.edu.jo](mailto:h_omari@ju.edu.jo)  Contact hours: will be announced to students during class |

**19 Course Description:**

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| This course focuses on evaluation of research designs and Biostatistics. Application of research on clinical practice and methodological considerations in rehabilitation sciences with emphasis on hypothesis statement, data collection, results and conclusions and students’ involvement in critique of published articles.  This course will be delivered entirely online through the course learning management systems (LMSs) Moodle and Microsoft Teams. You will use your JU account to log to the course from the assigned LMSs login page. In Moodle and Microsoft Teams, you will access online lessons, course materials, and resources. \*At designated times throughout the semester, we will participate in a blend of self-paced and group-paced asynchronous activities using Moodle and/or alternative Internet-based technologies. Activities will consist of quizzes, chat, blogs, discussion forums, and web posting. With online learning, students are given the opportunity to learn via a fully online designed course syllabus, where all of the course activities are delivered by the course instructor through online weekly meetings. This not only gives the students more time to interact and collaborate with other students (through online discussion forums, chats, blogs, and meetings outside the classroom), but also helps students discover their own personalized learning style.  \*If applicable to group, will be described by course instructor. |

**20 Course aims and outcomes:**

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| A- Aims: This course aims atdiscussing the journey of research from the point of research question and hypothesis formulation to the point of data collection and interpreting results and conclusions. Different quantitative and qualitative research designs will be discussed. Literature search, acquiring research articles, critical thinking and literature critiquing is practiced. The importance of evidence-based practice is emphasized.  B- Students Learning Outcomes (SLOs):  Upon successful completion of this course, students will be able to:   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | SLOs  SLOs of the course | SLO (1) | SLO (2) | SLO (3) | SLO (4) | SLO (5) | SLO (6) | SLO (7) | SLO (8) | SLO (9) | SLO (10) | SLO (11) | SLO (12) | | 1. Define scientific research. | 🞩 |  |  |  |  |  |  |  |  |  |  |  | | 2. Define evidence-based practice. | 🞩 |  |  |  |  |  |  |  |  |  |  |  | | 3. Describe the main characteristics of scientific research. | 🞩 |  |  |  |  |  |  |  |  |  |  |  | | 4. List the reasons why rehabilitation research is conducted. | 🞩 |  |  |  |  |  |  |  |  |  |  |  | | 5. Specify the barriers to rehabilitation research. | 🞩 |  |  |  |  |  |  |  |  |  |  |  | | 6. Explain the difference between observational and experimental studies. | 🞩 |  |  |  |  |  |  |  |  |  |  |  | | 7. Explain the difference between a sample and a population. | 🞩 |  |  |  |  |  |  |  |  |  |  |  | | 8. Describe the overall process of designing a research study from its inception to its report. |  | 🞩 |  |  |  |  |  |  |  |  |  |  | | 9. Differentiate among the various types of validity strategies typically used in research. |  | 🞩 |  |  |  |  |  |  |  |  |  |  | | 10. Distinguish between dependent, independent and confounding variables. |  | 🞩 |  |  |  |  |  |  |  |  |  |  | | 11. Select the best participant sampling technique that might be used to answer different types of research questions in clinical settings. |  | 🞩 |  |  |  |  |  |  |  |  |  |  | | 12. Compare and contrast the different group designs in terms of focus and variable manipulation strategies. |  | 🞩 |  |  |  |  |  |  |  |  |  |  | | 13. Design a good quantitative purpose statement and good quantitative research questions and hypotheses. |  |  |  | 🞩 |  |  |  |  |  |  |  |  | | 14. Design a good qualitative purpose statement and good qualitative research questions and hypotheses. |  |  |  | 🞩 |  |  |  |  |  |  |  |  | | 15. Examine a research article and show understanding of it’s different sections and main components. |  |  |  | 🞩 |  |  |  |  |  |  |  |  | | 16. Distinguish between the main data collection and analysis methods used for a quantitative study and for a qualitative study. |  |  |  | 🞩 |  |  |  |  |  |  |  |  | | 17. Summarize how literature review for a scholarly study in the discipline of rehabilitation is conducted. |  |  |  |  |  | 🞩 |  |  |  |  |  |  | | 18. Compare the focus, assumptions, theory, selection, measurement, manipulation and control between quantitative and qualitative research paradigms. |  |  |  |  |  | 🞩 |  |  |  |  |  |  | | 19. Apply gained knowledge in the process of identifying elements of evidence-based practice in rehabilitation research |  |  |  |  |  |  | 🞩 |  |  |  |  |  | | 20. Suggest a research paradigm to examine a clinical issue in rehabilitation. |  |  |  |  |  |  | 🞩 |  |  |  |  |  | | 21. Judge an article to show understanding of the conventions of good APA style for scholarly writing. |  |  |  |  |  |  | 🞩 |  |  |  |  |  | | 22. Evaluate the effectiveness of a clinical research design. |  |  |  |  |  |  |  | 🞩 |  |  |  |  | | 23. Appraise the effectiveness of a research methodology. |  |  |  |  |  |  |  | 🞩 |  |  |  |  | | 24. Give opinion about the effectiveness of data sampling techniques. |  |  |  |  |  |  |  | 🞩 |  |  |  |  | | 25. Identify the aim(s) of a research study. |  |  |  |  |  |  |  |  | 🞩 |  |  |  | | 26. Identify the type of methodology used in conducting clinical research. |  |  |  |  |  |  |  |  | 🞩 |  |  |  | | 27. Identify the appropriate statistical analysis to be used with different research designs. |  |  |  |  |  |  |  |  | 🞩 |  |  |  | | 28. Use the digital content on the course website to identify and practice student’s preferred learning style. |  |  |  |  |  |  |  |  |  | 🞩 |  |  | | 29. Identify appropriate multidisciplinary rehabilitation related research collaborations. |  |  |  |  |  |  |  |  |  |  | 🞩 |  | | 30. Use UJ electronic library services to find scientific evidence to support clinical approaches used in rehabilitation. |  |  |  |  |  |  |  |  |  |  | 🞩 |  | | 31. Give opinion in-class & internet-based assignments, discussion forums, and group work. |  |  |  |  |  |  |  |  |  |  |  | 🞩 | | 32. Appraise principles of research ethics followed when conducting rehabilitation research. |  |  |  |  |  |  |  |  |  |  |  | 🞩 | | 33. Debate (within discussions and forums) ethical procedures, study designs, and sampling techniques used in different studies using appropriate language and format. |  |  |  |  |  |  |  |  |  |  |  | 🞩 | |

**21. Topic Outline and Schedule:**

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| This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Moodle and Microsoft Teams (MS Teams) for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.   | **Week** | **Lecture** | **Topic** | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Evaluation Methods** | **Resources** | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | 1.1 | Introduction |  | Fully Online | Moodle, MS Teams | Synchronous | Group discussion | 1 | | 1.2 | Rehabilitation research | 1,3,4,5,28,29, 31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 2 | 2.1 | Evidence-based practice | 2,19,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 2.2 | Evidence-based practice | 2,19,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 3 | 3.1 | Evidence-based practice | 2,19,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 3.2 | Evidence-based practice | 2,19,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 4 | 4.1 | Finding research literature | 17,19,28,30,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 4.2 | Finding research literature | 17,19,28,30,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 5 | 5.1 | Finding research literature | 17,19,28,30,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 5.2 | Research Ethics | 28,32,33 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 6 | 6.1 | Research ethics | 6,28,32,33 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 6.2 | Research ethics | 6,28,32,33 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 7 | 7.1 | Research paradigms | 1,6,7,8,12,13,14,16,18,20,22,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 7.2 | Research paradigms | 1,6,7,8,12,13,14,16,18,20,22,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 8 | 8.1 | Research paradigms | 1,6,7,8,12,13,14,16,18,20,22,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 8.2 | Research paradigms | 1,6,7,8,12,13,14,16,18,20,22,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 9 | 9.1 | Article review criteria | 15,17,18,21,28, | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 9.2 | Mid Semester Exam |  | Face to face | In-classroom written exam |  | Written exam | 1 | | 10 | 10.1 | Article review criteria | 25,26,27,28 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 10.2 | Variables | 8,10,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 11 | 11.1 | Variables | 8,10,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 11.2 | Variables | 8,10,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 12 | 12.1 | Variables | 8,10,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 12.2 | Research validity | 9,22,23,24,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 13 | 13.1 | Research validity | 9,22,23,24,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 13.2 | Research validity | 9,22,23,24,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 14 | 14.1 | Research validity | 9,22,23,24,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 14.2 | Research validity | 9,22,23,24,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 15 | 15.1 | Selection of participants | 11,12,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 15.2 | Selection of participants | 11,12,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | | 16 | 16.1 | Assignment of participants | 11,12,28,31 | Fully Online | Moodle, MS Teams | Synchronous | Quiz | 1 | | 16.2 | Assignment of participants | 11,12,28,31 | Fully Online | Moodle, MS Teams | Asynchronous | Quiz | 1 | |

**22 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | **Topic(s)** | **SLOs** | **Period (Week)** | **Platform** | | Mid Semester Examination | 30 | 1,2,3,4,5,6,7 | 1,2,3,4,5,6,7,8,12,13,14,16,18,20,22,28,29 | 8 | In class | | End of Semester Examination | 40 | 1-15 | 1-33 | After week 15 | In class | | Quizzes | 20 | All | 1-33 | Throughout the semester/will be announced in class and on LMS platforms | JU Exams | | Online activities (5%) & Class participation (5%) | 10 | All |  |  |  | |

**23 Course Requirements**

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| **(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**  Students should have a computer, internet connection, webcam, account on Moodle and Microsoft Teams platforms, and access to JU Exams. |

**24 Course Policies:**

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| A- Attendance policies:  • Attendance will be taken periodically throughout the semester.  • Students are expected to attend and actively participate in all classes.  • Students are expected to be on time.  • When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.  • Repeated tardiness or leaving early will not be accepted.  • Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).  • An absence of more than 15% of all the number of classes, which is equivalent of (4) classes, requires that the student provides an official excuse to the instructor and the dean.  • If the excuse was accepted the student is required to withdraw from the module.  • If the excuse was rejected the student will fail, the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.  B- Absences from exams and handing in assignments on time:  • The instructor will not do any make-up exams.  • Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).  • Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.  • Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.  C- Health and safety procedures:  • Students will not be in direct contact with patients during this course.  • Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.  • Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.  • Students should understand the importance of and be able to maintain confidentiality.  • Students should understand the importance of and be able to obtain informed consent.  • Students should know the limits of their practice and when to seek advice or refer to another professional  D- Honesty policy regarding cheating, plagiarism, misbehavior:  • Students are expected to observe all University guidelines pertaining to academic misconduct.  • Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.  • Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.  • Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.  • Any forms of academic misconduct will be handled according to the University of Jordan guidelines.  E- Grading policy:  Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.  F-Available university services that support achievement in the course:  The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made. |

**25 References:**

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| A- Required book(s), assigned reading and audio-visuals:   1. Carter, E.C. & Lubinsky, J. (2016). Rehabilitation research: Principles and applications (5th Edition). Riverport Lane, St Louis, Missouri: Elsevier.   B- Recommended books, materials, and media:  Additional selected readings will be assigned throughout the semester. These will be posted on E-learning Course material. |

**26 Additional information:**

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| None |

Name of Course Coordinator: Dr. Rana Alkhamra Signature: Rana Alkhamra Date: 23/02/2023

Head of Curriculum Committee/Department: Dr. Anaam Kharabsheh Signature: Anaam Kharabsheh

Head of Department: Dr. Anaam Kharabsheh Signature: Anaam Kharabsheh

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH