

**THE UNIVERSITY OF TEXAS AT EL PASO**  
**Bachelor of Rehabilitation Sciences**  
**DRSC 4301- Scientific Inquiry in Rehabilitation Sciences**  
**Spring 2024 Syllabus**

**COURSE INFORMATION**

**Course Number:** DRSC 4301

**Course Title:** Scientific Inquiry in Rehabilitation Sciences

**Class Time:** Wednesday from 12:00 to 2:50 pm

**Course Location:** Health Science and Nursing Building Room 206

**Credit Hours:** 3

**INSTRUCTOR INFORMATION**

**Instructor:** Carolina Valencia, PhD

**E-mail:** [cvalencia4@utep.edu](mailto:cvalencia4@utep.edu)

**Instructor Office:** HSSN #488

**Phone:** (915) 747-8328

**Office Hours:** Tuesday and Thursday 1:00pm – 2:00pm Face to Face at HSSN 488 or by appointment through Zoom.

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**Catalog Course Description:** Introduction to research designs and methods used in the health and rehabilitation sciences. Principles of evidence based practice and lifelong learning in the rehabilitation sciences. Use of systematic approaches to review, summarize, and critique scientific literature. Management and analysis of data using statistical programs to answer common clinical research questions.

**Course Goals:**

1. Provide an overview of the research process, including literature review, research design, instrumentation, measurement, statistics, data analysis and interpretation, protection of human subjects and other ethical issues.
2. Provide opportunities to examine ethical and legal issues involved in the research process.
3. Introduce evidence-based practice and levels of evidence.

**Learner Objectives.** At the completion of this course, students will be able to:

1. Demonstrate a beginning competency for conducting an integrated review of the scientific literature specific to a proposed research question
2. Evaluate the fit between study designs and research questions and objectives.
3. Articulate various experimental designs and their applications to selected research questions.
4. Discuss issues related to instrument use in data collection.
5. Discuss the relationship between levels of measurement and selection of statistical procedures.
6. Provide rationale for selection of statistics for selected experimental studies.
7. Interpret basic statistical findings from selected experimental studies.
8. Discuss protection of rights of human subjects and animals in research
9. Analyze cultural, legal and ethical issues related to the conduct of research studies.

### Recommended Text:

**Jewell, D. (2018). Guide to Evidence-Based Physical Therapist Practice, Fourth Edition. Jones & Bartlett Publishers**

American Psychological Association, (2009) *Publication Manual of American Psychological Association (5<sup>th</sup> ed.)* Washington, D.C: Author.

Hoffmann, Bennett, Del Mar; *Evidence-Base Practice Across the Health Professions*. 3rd edition. Churchill Livingstone, NY.

### Optional:

Garrard, J. (2006). *Health Sciences Literature Review Made Easy: The Matrix Method*, 2<sup>nd</sup> Edition . Jones & Bartlett Publishers: St. Louis, MO.

Shamoo A, Khin-Maung-Gyi FA. (2002) *Ethics of the Use of Human Subjects in Research*.

Readings will be provided to students electronically or in hard copy. Weekly articles, monographs, reports and web-based presentations will be assigned. Students are required to read these and be prepared to discuss them during class. Students are expected to research and find resources required for assignments.

### Format:

Format: The course is interactive format where faculty will provide a structure and format for class sessions and students are expected to come prepared, make an active, significant contribution to the discussions. Students have the responsibility for demonstrating their knowledge of assigned readings which are expected to be completed PRIOR to the session assigned. The course also includes several student presentations and in-class activities. Active participation in this course is very important and expected.

**Blackboard:** The electronic platform for this course will be Blackboard Ultra. Students are responsible for checking Blackboard daily for course announcements and updates through the my.utep.edu portal. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site daily. Course syllabus, calendar, topical outline of scheduled lectures and assigned readings are posted on this site. Grades will be made available ONLY through this site. **Important announcements for this class will be send through "Blackboard announcement" and will go directly to your email.**  
**Please check your email every day for any communication.**

### Course Expectations:

To assure the objectives of this class are attained students are encouraged to:

- Review material that will be discussed in class prior to each class.
- Review material following class and ask the professor questions about any uncertain points in the ensuing class, or review sessions.
- Be active participants during class. This can be done by answering questions proposed by the professor, taking notes, and asking questions.
- Submit all papers in proper APA (5<sup>th</sup> ed.) format, and **proofread**. Papers will be evaluated by these standards.
- Submit all assignments/projects by the due dates identified on this syllabus. **Late assignments will not be accepted. Assignments attached to an email will not be accepted (please submit all your assignments through Brackboard).**

- Students should expect to consult the instructor regularly during online office hours or at another scheduled time

**Class Participation.** Active participation in this course is very important and expected. Students should be prepared to discuss, answer questions, and participate in all class activities.

**Note: Participation** is a key part of this course.

**Total Grade Points.**

- A (>90 %),
- B (80-89%),
- C (70-79%),
- D (60-69%) and
- F (< 60%).

Letter grades based on this distribution will then be assigned each student.

Notes:

- Grades will not be adjusted for individuals.
- If you need help with class, come to the professor as soon as possible.
- Remember: **Grades are earned by the student, not given by the professor**
- All assignments should be typed and handed in on time.
- Academic integrity policies apply to each assignment.
- If confused of when collaboration is allowed and not allowed, clarify first!

**Course grades will be calculated using the following weights:**

Assignment	Weight of Assignment
A. Tests (3)	36%
B. Completion of 2 projects	15%
C. Literature Review with research question	10%
D. Students Topic Presentation	9%
E. CITI training	5%
F. Discussion Board (5) 2% each	10%
G. Final Exam	15%
<b>Total</b>	<b>100%</b>

## Course Assignment Descriptions:

### A. Tests

The three tests in the course will consist of true/false, multiple choice, fill in the blank, short answer, and research development question formats. While each exam will consist primarily of material in the corresponding section of the course, the content of the second and exam will build upon important cumulative concepts. **Tests and Final Exam will be face to face.**

### B. Projects

Each project is to be completed individually, **these are not group projects!**

Project #1 – Involves the calculation and interpretation of measures of central tendency, variance, and correlation from a sample database using Excel, or SPSS software. Project #1 will be **due on February 7th**. This is an **INDIVIDUAL PROJECT**

Project #2 – Involves the interpretation of a diagnostic journal article. Project # 2 will be due **on April 10th at 12:00pm (before class)**. **INDIVIDUAL PROJECT**

### C. Literature Review

**Step 1-** Students will create a brief Literature Review (5 pages max) (Literature Review- foundation and support for a research project or case study. Your Literature Review should show a natural progression of topics and encompass the background and support for the selected research project (Introduction, the main idea of the review, the point you are trying to establish in your manuscript, develop one or more supporting points or details that provide evidence for this idea, develop supporting details, and finish with a concluding section linked to the research question). Literature Review should include information found from preliminary literature searches. At least 10 references need to be included and cited within your writing and cited at the end. **EndNote or RefWorks is mandatory for citations.**

<http://libguides.utep.edu/c.php?g=430457&p=2937156>

<http://libguides.utep.edu/endnoteweb>

It is expected that this literature review will be 5 pages in length. Please format in a professional manner (AMA, APA) and cite your sources accordingly (including a Citation page at the end). Originality reports generated by **www.turnitin.com** that are above 40% will be marked down by 50%. Students will have 20% discount if the paper is submitted one day after the deadline, 40% after 2 days, etc.

**Using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors it is considered Plagiarism.**

**Step 2-** Use Chat GPT (free version) to generate a 5 page Literature Review on the same topic than Step 1 (see above).

**Step 3-** In one page, perform a critical review of the AI generated Lit. Review and describe at least 5 differences between both documents. Analyze how Step 1 and Step 2 complement each other, explain the differences between both. **DO NOT CHANGE YOUY ORIGINAL LITERATURE REVIEW FROM STEP 1 BASED ON THE AI GENERATED DOCUMENT.**

**INDIVIDUAL PROJECT. Please submit all 3 documents through Blackboard.**

### D. Topic Presentation

The student led presentations is expected to be rather short in duration (between 5 minutes and a maximum of 10 minutes) and must discuss 1-2 journal articles relevant to their chosen research area or field of interest. A brief summary of the statistical test (**if you are presenting**

**results, please use graphs or tables from the articles)** and the rationale for its use should be included. The focus is to enable the class to better understand the main topic, rationale and correct use of statistical tests in journal articles they will read as future clinicians.

Students should work in groups and each member of the group will receive the same grade (unless the instructor see unbalance work and performance between the group members).

Grading criteria include:

- 1) Presentation adhered to guidelines provided in class
- 2) Content of presentation included a review of **relevant journal articles** and a brief summary of the statistical test of interest
- 3) Clarity on presentation
- 4) Presentation was based upon information that was accurate and included different sources (content)
- 5) Presentation included an application and/or tie-in to use with clinically relevant data.

Grading will be on a 0-5 scale for each criterion. Failure to adhere to the time to present of 5-10 minutes will result in a reduction of at least 10% in the score for the group. The instructor will be available for consultation on presentation outside of class time (please check office hours). The Power Point of the Presentation will be turned in though the Discussion board in Blackboard. The presentation must be organized in a professional manner. Follow the instructions on the MS Office Support site to learn how to create a PPT presentation with narration.

**Do not simply read what's on your slides.** All team members are expected to participate in the production of the presentation in one form or another and their names must appear in a "credits-like" page at the end of the presentation. Be sure to test your presentation prior to turning it in to verify that it works as you would like it to work. Plan ahead to get this done on time!

E. CITI training

<https://www.utep.edu/orsp/policies/responsible-conduct-in-research-policy.html>

<https://about.citiprogram.org/en/homepage/>

Select "Responsible Conduct in Research (RCR), then select Social and Behavioral Responsible Conduct of Research Course"

**Submit the Certificate of Completion with your name though Blackboard.**

F. Each original post and the respond to your peers worth 2% of your final course grade

G. FINAL EXAM will include important concepts learned in the first part of the semester, Diagnosis, Prognosis, Intervention, and students presentations.

**Final exam will be Face to Face in the classroom**

Tentative Course Schedule:

Week	Date	Topic	Assignments/Readings
1	1/17	Syllabus Introduction to Research and The Scientific Method	Hoffmann, Chapter 1
		Populations to samples-how they are obtained and described. Descriptive statistics Inferential statistics	Jewell DV, Chapters 4, 6, 7; 145-156, and 9; 197-206 Roach KE. A clinician's guide to specification and sampling. J Othop Sports Phys Ther 2001;31:753-758 <a href="https://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one/3-populations-and-samples">https://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one/3-populations-and-samples</a>
2	1/24	Signal to noise and statistical significance	Sterne JAC and Smith GD. Sifting the evidence – what's wrong with significance tests? BMJ: 2001; 322:226-231 Jewell DV, Chapter 9; 224-227 <a href="https://www.ncbi.nlm.nih.gov/books/NBK459346/">https://www.ncbi.nlm.nih.gov/books/NBK459346/</a>
		Intro to Research designs, research questions, and Common Statistical methods	Jewell DV, Chapter 5; 97-104 <b>Hoffmann chapter 16</b> <b>Assignment of Project #1</b> <a href="https://www.bmj.com/content/378/bmj-2022-072410">https://www.bmj.com/content/378/bmj-2022-072410</a> <a href="https://www.youtube.com/watch?v=pTmLQvMM-1M">https://www.youtube.com/watch?v=pTmLQvMM-1M</a>
3	1/31	Research Designs- Correlation and reliability	Jewell DV, Chapters 7; 156-160 and 9;208-213. <b>Discussion #1- Research Designs (Due Sunday Feb 4 at 11:59pm)</b> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6176693/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6176693/</a>
		Research designs- Comparing means	
4	2/7	Introduction to an evidence based approach Levels of Evidence Grading ( <i>Check Project #1</i> )	Jewell DV, Chapters 1, 2, and 8; 169-173. <b>Project #1 Due (Before Class)</b>
		Finding the evidence Basic Literature Search Strategies Steps in the Literature Search	<b>Hoffmann chapter 3</b> <b>Discussion #2- Level of evidence (Due Sunday February 11 at 11:59pm)</b>

5	2/14	<b>Test #1</b> Titles and Hypotheses. Developing the Question and Objectives Searching for literature and typical format of scientific article. Identifying the Research Problem Purpose of the Literature Review	Test #1 Face to face in Classroom
6	2/21	Formulating the Method How to Present Methodological Details Why Planning the Methods Is Important Describing Participants Describing Instruments Describing Procedures Describing Design and Analysis	
		Developing a Scientific Presentation <b>IRB Workshop</b> <b>Cultural, legal, and ethics related to research, conflict of interest</b>	<b>CITI training due (Submit the Certificate of Completion though Blackboard) Due on Sunday Feb 25 at 11:59pm</b>
7	2/28	<b>RefWorks/EndNote Workshop</b>	Librarian TBD Reference/citation manager RefWorks Conducting an effective literature search
		Validity	Jewell DV, Chapters 7; 160-167 Irrgang JJ et al. <b>Development of a patient-reported measure of knee function.</b> J Bone and Joint Surg. 1998;80(8):1132-1145 (focus on the reliability and validity parts)
8	3/6	BASICS OF CASE STUDIES Presenting	<b>Completion of Full Value Commitment</b>

		Scientific Information <b>Test # 2</b>	<b>Test #2 Face to face in Classroom</b>
9	Spring Break		
10	3/20	Diagnosis Class will be through Blackboard Collaborate, instructor will send you the link  Diagnosis workshop	Jewell DV, Chapter 10 Optional: Straus SE et al, Chapter 3. <b>SLAP Lesions paper (The American Journal of Sports Medicine, Vol. 27, No.3)</b> <b>Assignment of Project #2</b>
	3/27	Prognosis Class will be through Blackboard Collaborate Prognosis workshop	Jewell DV, Chapter 11 Levangie PK. Application and interpretation of simple odds ratios in physical therapy related research. J Othop Sports Phys Ther 2001;31:496-503.
12	4/3	Intervention Class will be through Blackboard Collaborate Intervention workshop	Jewell DV, Chapter 12 Dalton GW and Keating JL. Number needed to treat: a statistic relevant for physical therapists. Phys Ther 2000;80:1214-1219. <b>Discussion #3- Intervention (Due Sunday April 7 at 11:59pm)</b>
13	4/10	Review session Students Topic Presentation Progress	<b>Project # 2 Due</b>
14	4/17	<b>Test #3</b>	Test # 3 Face to Face in classroom
15	4/24	Students Topic Presentation Groups 1, 2, 3, 4, 5, 6, 7,8	Presentations 1-8 submission though discussion board (11:59pm) on Wed April 24  <b>Lit.Review Due Sunday April 28 at 11:59pm</b>  <b>Discussion # 4- Presentations 1-8 (Due Monday April 29 at 11:59pm)</b>
16	5/1	Students Topic Presentation Groups 9, 10, 11, 12, 13, 14, 15,	Presentations 9-15 submission though discussion board (11:59pm) on Wed May 1  <b>Discussion #5- Presentations 9-15 (Due Monday May 6 at 11:59pm)</b>
17	5/8	<b>FINAL EXAM</b> Time TBD	<b>HSSN 206 (Face to Face)</b>



\* Course Schedule is subject to change as the professor deems necessary

## Conduct of Examinations:

- All examinations are “closed book” and individual. You are only to bring a pencil and your updated computer to the examination room.
- All exams are computer-based exams. Please bring your **computer updated and with the last version of Lock Down Browser installed.**
- Seating, when assigned must be followed.
- All examinations and test-related materials are copy-righted and remain the property of the UTEP/Course Director and must be returned to the proctors at the conclusion of the examination.
- **Lateness to examinations: A student arriving 5 minutes late to an examination will not be permitted to sit for the examination. Lateness for more than 5 minutes will result in a grade of 0 (Zero).**
- Students are not allowed any electronic devices such as mobile phones, Blackberries, iPhones etc. during an examination.

## General Guidelines

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or ☐
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)
- Do not send confidential patient information via e-mail

## Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

## Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

## Class Policies

**Attendance Policy:** It is university policy that all students attend ALL scheduled classes and the final class session. Attendance will be taken at each class. Students are advised that pets, family, work and early vacation plans are not excuses for continual lateness, absences or missed exams and assignments. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts.

**Notice of Policy on Cheating.** Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

There are NO open books quizzes/exams on this course

**A Note on AI:** Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism for this class and will not be tolerated, EXCEPT on assignments that I have identified and for which you will have received significant guidance on appropriate use of such technologies. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces, personal lives, and will support the social and cognitive development of students and teachers, in this class this kind of technology will not be utilized this semester.

**From the UTEP Dean of Student Affairs** (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>). It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that

are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. "Cheating" includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit;

**Plagiarism** means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

**Collusion** means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

**Special Accommodations:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:

Web: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148 voice or TTY

Fax: (915) 747-8712

## **CLASS RECORDINGS**

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any

guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

### **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

### **MAKE-UP WORK**

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

### **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

### **INCOMPLETE GRADE POLICY**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### **Course Resources: Where you can go for assistance**

UTEP provides a variety of student services and support:

#### ***Technology Resources***

- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus. <https://www.utep.edu/technologysupport/>

### **Academic Resources**

- **UTEP Library:** Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students <https://www.utep.edu/library/>
- **University Writing Center (UWC):** Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. <https://www.utep.edu/uwc/>
- **Math Tutoring Center (MaRCS):** Ask a tutor for help and explore other available math resources. <https://www.utep.edu/science/math/marcs/>
- **History Tutoring Center (HTC):** Receive assistance with writing history papers, get help from a tutor and explore other history resources. <https://www.utep.edu/liberalarts/history/resources/student-resource/history-tutoring-center.html>
- **RefWorks:** A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. <https://libguides.utep.edu/RefWorks>

### **Individual Resources**

- **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships. <https://www.utep.edu/student-affairs/cass/>
- **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments. <https://www.utep.edu/student-affairs/counsel/counseling-services/>
- **Food Pantry:** At UTEP, we recognize that food insecurity is an obstacle to student success and think it's crucial that students' basic needs are being met. As a UTEP student you are eligible to use the Food Pantry, please visit <https://www.utep.edu/student-affairs/foodpantry/>  
**El Pasoans Fighting Hunger Food Bank**  
9541 Plaza Cir. El Paso Texas 79927. 915-298-0353. <http://www.elpasoansfightinghunger.org/>  
**Kelly Center for Hunger Relief.** 915 N Florence St, El Paso, TX 79902. 915-261-7499  
<https://www.facebook.com/915kmfp/>
- **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals. <https://www.utep.edu/student-affairs/mssc/>

Any errors in the above syllabus are subject to correction and all course requirements are subject to revision. Students will be notified in writing of all changes made to this syllabus.

### **DRSC 3331 Full Value Commitment**

Working in teams is only effective and enjoyable when everyone contributes equally, consistently, with quality, and fully commits to working together. A Full Value Commitment (FVC) is an agreement among team members. Its purpose is to set the tone and foundation for interaction between the team members for the entire semester. It is your task to develop a FVC for your team. You must also create the consequences if someone does not adhere to the agreement. Show that everyone in the team agrees with the rules and the consequences of not adhering to the rules by signing at the bottom of the document.

Here are some example rules and consequences your colleagues from Kinesiology created in previous semesters to help you get started.

#### **Full Value Commitment**

1. Be punctual, always give 100% and attend all class sessions
2. Let group know ahead of time when you will be absent or if a problem arises
3. Work hard, cooperate, and do your part of the work as best you can
4. If you can't get it done contact your team and ask for help
5. Stay focused on the subject in class, don't daydream
6. Be prepared and pro-active
7. Be open to receive and provide constructive criticism to everyone
8. Be open minded to the other team members ideas and value their contribution
9. Be reliable and make sure you are well prepared
10. Respect all team members and value each other's ideas and opinions without judging them
11. Be honest
12. Try to create consensus and agreement among team members. Criticizes ideas, not the person, integrates members' ideas with what is known, Asks for rationale and justification, probes and asks complex questions
13. Never interrupt a person when s/he is giving an idea or thought
14. No put downs through humiliating remarks or body language; show respect for others' ideas and opinions
15. Set team goals and pursue them
16. If you are assigned to do something, do it and don't procrastinate
17. If you have a problem with a group member, bring it up and have a group discussion; Describe positive and negative feelings; don't make assumptions
18. Turn off beepers and cell phones
19. Contribute ideas frequently
20. Encourage and ask for participation from others
21. Summarize and integrate different ideas from team members
22. Check for understanding with other team members
23. Relate new info to what has been learned or was known
24. Give direction to the team's work and keep members on task

#### **Consequences of not adhering to your commitment**

1. If a team member did not provide substantively to an assignment s/he won't receive credit for assignment.
2. If a team member breaks any of the parts in the FVC s/he given a verbal feedback.
3. After one excused incident, the team member will again receive feedback and encouragement to change the negative behavior
4. Upon the third incident, the professor will be informed and requested to intervene.
5. If one cannot contribute as expected one should remove oneself from the team and drop the class.
6. If a team member's behavior is completely unacceptable in the opinion of the rest of the team s/he can be removed from the group.
7. The team member will receive only partial credit if s/he only contributed partially to an assignment. This is to be determined by the rest of the team.
8. If a team member comes unprepared to a meeting, she or he will have to bring a healthy snack for the entire team for the next meeting.
9. If a team member did not complete a task he was supposed to have completed, he will have to come up with the punishment and the entire team must agree with them.

## TEAM CONTRACT

**Team Name:** \_\_\_\_\_

1. Create what you believe to be the *most important behaviors* an excellent team member should display. Write these in “Expected Behavior”. You may create fewer than 8 expected behaviors if the entire team agrees.
2. Then discuss what the consequences will be if a team member does not adhere to the expected behaviors. Write these in next table.
3. All team members must sign the form and a copy will stay in your Team Folder.

<b>Expected Behaviors</b>
1.
2.
3.
4.
5.
6.
7.
8.

<b>Consequences of Team Members not Living up to Expected Behaviors</b>
1.
2.
3.
4.

### Team Members Signatures

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_

**Petition to Fire a Team Member**

As a team you can use this petition to request that a member be fired from your team for clearly stated reasons concerning the behavior of that person. Unanimous agreement among all other members is required before the process can be started. If all remaining members agree unanimously that one member should be fired, the following actions will need to be taken.

- 1) The team will present the petition in person to the rest of the class. They will give clear evidence and logical reasons as to why the member should be removed from their team, including a complete and accurate list of violations of their FVC.
- 2) Following the team's presentation, the member whose removal is being petitioned will have an opportunity to respond to the petition.
- 3) Following these presentations each member of the rest of the class will vote anonymously to accept or reject the petition. A majority of 66% is needed to approve the petition. Any percentage less than 66% leads to rejection of the team's petition.
- 4) If the petition is rejected, the member in question has to remain on the team and the team will have to develop a written agreement that will function as a contract and will be signed by all members.
- 5) If the petition is accepted by the class, the member in question loses his or her membership on the team.
- 6) The removed member can request to be adopted by another team. S/he may select the team s/he wants to join. The team must unanimously accept the request. One dissenting voice leads to rejection of the request.
- 7) If none of the remaining teams will unanimously accept the member, this person will not receive the Team grade scores and will have to complete the class outside any team, or may drop the class.

On this date \_\_\_\_\_ we,

\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_

petition that \_\_\_\_\_ be removed from our team for the  
(name of student)

following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attached are the violations of our Team FVC.



## Assessment of Student-Led Topic Presentation

Date of Presentation: \_\_\_\_\_

Topic/Title of presentation: \_\_\_\_\_

Presenters: \_\_\_\_\_

Please rate the presentation using the following criteria based on a 0-10 point scale  
(0=poor/unacceptable; 10= excellent/outstanding)

- 1) Presentation adhered to guidelines provided in class
- 2) Content of presentation included a review of relevant journal articles and a brief summary of the statistical test of interest
- 3) Clarity on narration
- 4) Presentation was based upon information that was accurate and included different sources (content)
- 5) Presentation included an application and/or tie-in to use with clinically relevant data

***Please answer the following two questions in 1-3 sentences:***

- 1) *What did you find as the most interesting/useful portion of the presentation?*

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- 2) *What do you think could have been done to improve this presentation (content or presentation style related)?*

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