



**USU-REH 6000 Syllabus**  
**Professional Seminar in Counseling (1 credit)**  
**Fall 2020**

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Office Hours: By appointment.

Course Location: EDUC 311 Conference Room, Online

Course Meeting (Days & Time): Monday, 7:00 PM to 8:00 PM\*

\*All times noted in this syllabus are Mountain Daylight/Standard Time. Please adjust accordingly.

### **COURSE DESCRIPTION**

The purpose of this course is to introduce new students enrolling in the Rehabilitation Counseling education program to professional issues in the field, and facilitate their growth as graduate students and emerging professionals. Skills requisite for success in graduate school will be addressed within the context of professional issues and concerns. Attention is also given to professional identity development and life-long learning.

### **READINGS**

Extensive readings will consist of selected published works (posted in Canvas). These readings can be downloaded from the course website. Students must complete all readings prior to the class period for which they are assigned, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.

### **STUDENT LEARNING OUTCOMES**

***Learning Objective 1:*** Learning to apply course materials (to improve rational thinking, problem solving and decisions).

#### ***Outcomes for Learning Objective 1:***



- Learn and demonstrate critical thinking skills.
- Apply critical thinking skills in the analysis of professional literature.
- Apply critical thinking skills to address current issues in the field of rehabilitation counseling.

***Learning Objective 2:*** Develop skills in expressing oneself orally or in writing.

**Outcomes for Learning Objective 2:**

- Demonstrate the ability to write effectively for multiple purposes and audiences.
- Demonstrate the ability to engage in critical dialogue regarding professional issues.

***Learning Objective 3:*** Learning to analyze and critically evaluate ideas, arguments, and points of view.

**Outcomes for Learning Objective 3:**

- Demonstrate proficiency in the use of critical thinking skills.
- Demonstrate the ability to critically evaluate professional literature.
- Demonstrate the ability to identify alternative points of view, and the assumptions upon which they are based.

## **General Course Policies**

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 Adobe connect sessions in a professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute the adobe connect 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 online 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.
4. Remember, cameras are required for full participation. Some classes may require the camera to be on all the time, other courses may require limited or no cameras. However, we encourage you to ***consider your actions and environment*** while on camera that may impact the learning environment for the class.
  - a. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
5. Assignments are due on the dates noted in the course syllabus. This will typically be Sunday by 11:59 PM pm MST, unless otherwise noted. Given that in class discussion will be centered on and generated from questions posed by the students in the reading write ups, ***late work is not accepted.***
6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom”. Leave and return quietly with as little disruption as possible.
7. Please use your laptop only for class activities or discussions.

### Professional Performance Standards

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

*The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.*

Additionally, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017; [https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics\\_01-01-2017.pdf](https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf)) states:

***Section D.3.a - IMPAIRMENT.*** *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the*



*client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, see the code of ethics page referenced above). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas;
2. Flexibility;
3. Cooperativeness with others;
4. Willingness to accept and use feedback;
5. Awareness of own impact on others;
6. Ability to deal with conflict;
7. Ability to accept personal responsibility;
8. Ability to express feelings effectively and appropriately;
9. Attention to ethical and legal considerations;
10. Initiative and motivation;
11. Awareness of and attention to the unique cultural and societal issues related to disability.

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness





**Skills:** At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

**Professional Writing:** At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: [usuwritingcenter@gmail.com](mailto:usuwritingcenter@gmail.com). More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

**Attendance:** Students are expected to attend all adobe connect sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.

**Participation:** Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

### **Utah State University Campus Policies (<https://studentaffairs.usu.edu>)**

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

### **Accommodations for Students with Disabilities**



Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

### **Emotional and Mental Wellbeing:**

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at [justin.barker@usu.edu](mailto:justin.barker@usu.edu). Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

### **Title IX – Sexual Misconduct and Discrimination**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> (Links to an external site.)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu> .



If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at [www.usu.edu/saavi/](http://www.usu.edu/saavi/), or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

### **Additional Resources**

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
  - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
  - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Advisor [kris.wengreen@usu.edu](mailto:kris.wengreen@usu.edu) or 435-797-3246
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### **Grading Guidelines & Policies**

The following are the learning activities for which you will receive a grade. Please read each very carefully. Additional information for each assignment will be provided.

1. **Participation (60 points)** – Each student will receive 5 points each class for participating. The expectation is that you will contribute to the discussion, participate in small group discussions, and add to the class process. I set the point total based on 13 class sessions. If you miss, you don't get the points. If missing class is a problem, then your grade will go down.
2. **Writing Reports (90 points)** - Each student will complete 9 article summaries during the semester. These will be due the night before class (Sunday night at 11:59 PM MST). The format will be less than one page, and specific components will be provided to you.
  - The purpose of the research report is to practice and improve your written summaries of empirical research (e.g., an article reporting the gathering of data and drawing of inferences from those data).
  - Write a brief, 1-page summary of the study. For the format, see the “Preliminary Documents” folder in CANVAS.



3. **Self-Reflection Paper (30 points)** – Each student will complete a self-reflection paper at the end of the semester. Format and directions will be provided. Due on Monday the 9<sup>th</sup> of December at 11:59 PM (opens on Tuesday the 3<sup>rd</sup> of December).

Due Dates: All assignments are due by 11:59 PM Mountain Standard Time (MST) on the due date listed in the syllabus/CANVAS. Please note specific due dates and times on the outline below.

### Writing Assignments

I believe very strongly in the importance of professionals being able to write well. In my opinion it is a professional skill that is necessary, particularly in writing assessments and case notes. Some instruction will center on APA formatting and style, but you may need to dedicate additional personal time and effort into learning APA format. The following are specific instructions for turning in writing assignments.

### Reports

1. All writing assignments must have your name, the research report # and the course name and number. See the template in CANVAS (found in the *Preliminary Documents Folder*).
2. All papers will be submitted electronically using the assignment upload feature in Canvas and are due the day before class (Sunday at 11:59 PM).
3. Follow the template provided in CANVAS and keep the writing succinct (300 words or less for items 1 through 6 on the template).
4. While note a pure APA styled paper, the correct APA citation should be listed at the top of the research report.
5. Over the course of the semester, life will happen. There are 10 research reports, but you may pick one week to have as a “Gimme”. Meaning, you do not need to complete the report. However, you cannot opt out of the Self-Care Weeks (week #8 and #9) and their corresponding reports. You must complete research Report #4 and Report #5.

### Self- Reflection Paper

1. This paper will more closely follow APA guidelines, and the use of a title page will be required. An abstract page is not necessary.
2. This paper should be four to five pages in length and students will be expected to respond to the following items:
  - a. Three specific items learned over the course of the semester that were either new or reinforced in a new way and how this new knowledge will help you in your practice.





- b. Three specific questions you still have and supporting information on how you will go about answering these questions (e.g., can be through lifelong learning strategies, future coursework, professional seminars, combination of these, etc.)

In this course grammar, style, and format will count on papers!

### Grading

The point totals for grades are as follows:

	Assignment	Points
1.	Participation: 12 at 5 pts each	60
2.	Article Summaries: 9 at 10 pts each	90
3.	Self-Reflection Paper	30
	Total	180

If you have a concern about a deadline, or assignment requirement, please feel free to contact me. I recognize that life happens, it will be best to address concerns with me as early as possible.

### **Special Education and Rehabilitation Counseling 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 graduate program (a USU Graduate School policy).

### **Academic Honesty**

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

### **Notice of Academic Dishonesty**

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic



exercise or activity; Depending upon 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; and Engaging in any form of research fraud.

- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly 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 acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials  
(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

#### Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances

(<https://studentconduct.usu.edu/studentcode/article7> ).

### Course Schedule

**\*\*Remember, due dates for assignments are based on CANVAS Due Dates and may not align with the day of class\*\***

Week #1 (August 31<sup>st</sup>, 2020): Course Overview, Graduate Student Life – Best Practices, Using the Library, Peer Reviewed Literature, Evidence-Based Practice, Writing as a formative process

- Reading(s): None
- Assignments Due: None

**Week #2 (September 7<sup>th</sup>, 2020): No Class – Labor Day**



Week #3 (September 14<sup>th</sup>, 2020): Topic: Intellectual Virtues, Asking Questions

- Reading(s): *Is Intellectual Character Growth a Realistic Educational Aim?* by Baehr (2016)
- CACREP Standard: Professional Counseling Orientation and Ethical Practice F.1.k. Strategies for personal and professional self-evaluation and implications for practice.
- Assignments Due: **\*\*Optional** – Practice Research Report #1 Not Required; meant for you to test it out\*\*

Week #4 (September 21<sup>st</sup>, 2020) Topic: **Critical Thinking**

- Reading: *Cognitive Complexity Among Practicing Counselors: How Thinking Changes with Experience* – by Granello
- CACREP Standard: Counseling & Helping Relationships F.5.n Processes for aiding student in developing a personal model of counseling.
- Assignments Due: **\*\*Optional** – Practice Research Report #2 Not Required; meant for you to test it out\*\*

Week #5 (September 28<sup>th</sup>, 2019) Topic: **Roles & Functions of Rehabilitation Counselors**

- Reading(s):
  - Reading #1: *Essential Knowledge Domains Underlying Effective Rehabilitation Counseling Practice* (Leahy et al., 2009).
  - Reading #2: *Empirically Derived Test Specifications for the Certified Rehabilitation Counselor Examination* (Leahy et al., 2013)
  - Reading #3: *Empirically Derived Test Specifications for the Certified Rehabilitation Counselor Examination: Revisiting the Essential Competencies of Rehabilitation Counselors* (Leahy et al., 2018)
  - Reading #4: CRCC Scope of Practice Statement:  
<https://www.crccertification.com/crc-crcc-scope-of-practice>
- CACREP Standard: Rehabilitation Counseling 5.D.1.a History and development of rehabilitation counseling.
- **Assignments Due (9/27/20): Report #1**

Week #6 (October 5<sup>th</sup>, 2020) Topic: **The Counseling Profession**

- Reading(s):
  - Reading #1: *A Vision for the Future of Counseling: The 20/20 Principles for Unifying and Strengthening the Profession* (Kaplan & Gladding, 2011)
  - Reading #2: *20/20: A Vision for the Future of Counseling: The New Consensus Definition of Counseling* (Kaplan et al., 2013)
- CACREP Standard: Professional Counseling Orientation and Ethical Practice F.1.a. History and philosophy of the counseling profession and its specialty areas.



- **Assignments Due (10/04/20): Report #2**

Week #7 (October 12<sup>th</sup>, 2020): Topic: ***Licensure, Certification, and Accreditation***

- Reading(s):
  - 1<sup>st</sup> Reading: Find your own state's licensure laws. What are the requirements for licensure in your state? What types of licensure are available?
  - 2<sup>nd</sup> Reading: Commission for Rehabilitation Counselor Certification Website: <https://www.crc certification.com>
  - 3<sup>rd</sup> Reading: National Board for Certified Counselors Website: <https://nbcc.org>
  - 4<sup>th</sup> Reading: Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Website: <https://www.cacrep.org>
- **CACREP Standard:** Professional Counseling Orientation and Ethical Practice F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- **CACREP Standard:** Rehabilitation Counseling 5.D.2.v. Professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling.
- **Assignments Due (10/11/20): Report #3; has a different template, be sure to use the right one.**

Week #8 (October 19<sup>th</sup>, 2020): Topic: ***Self-Care (cannot opt out)***

- Reading(s)
  - *Refresh Your Mind, Rejuvenate Your Body, Renew Your Spirit: A Pilot Wellness Program for Counselor Education* – by Wolf, Thompson, Thompson, & Smith-Adock
- **CACREP Standard:** Professional Counseling Orientation and Ethical Practice F.1.1. Self-care strategies appropriate to the counselor role.
- **Assignments Due (10/18/20): Report #4**

Week #9 (October 26<sup>th</sup>, 2020): Topic: ***Self-Care (cannot opt out)***

- **No class this week – time is to be spent working on your self-care plan.**

Week #10 (November 2<sup>nd</sup>, 2020) Topic: ***Self-Care (cannot opt out)***

- Reading(s)
  - See Assignment Details in CANVAS for Readings
- **CACREP Standard:** Professional Counseling Orientation and Ethical Practice F.1.1. Self-care strategies appropriate to the counselor role.
- **Assignments Due: Report #5 (Your Actual Self-Care Plan, due on the 1<sup>st</sup> of November, 2020)**

Week #11 (November 9<sup>th</sup>, 2019) Topic: ***Biases***



- Reading(s)
  - Reading#1: *Attitudes and the Fundamental Negative Bias: Conditions and Corrections* by Beatrice Wright (1988)
  - Reading #2: *What is Unconscious Bias?* by Maciujec (n.d.)  
<https://abilitymagazine.com/unconscious-bias-pwds-workplace/>
  - Reading #3: *Rehabilitation Counselor's Attitudes Toward Their Clients* by Steven P. Kaplan (1982).
- CACREP Standard: Social & Cultural Diversity F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
- **Assignments Due (11/8/20): Report #6**

Week #12 (November 16<sup>th</sup>, 2019) Topic: ***Person First Language***

- Reading(s)
  - Reading #1: "Person-first and identity-first language: Developing psychologists' cultural competence using disability language" by Dana Dunn and Erin Andrews (2015)
  - Reading #2: District of Columbia, Office of Disability Rights. (2006). *People first language*. Retrieved from: <https://odr.dc.gov/page/people-first-language>
  - Reading #3: Liebowitz, C. (2015). I am disabled: On identity-first versus people-first language. Retrieved from: <https://thebodyisnotanapology.com/magazine/i-am-disabled-on-identity-first-versus-people-first-language/>
- CACREP Standard: Social & Cultural Diversity F.2.e. The effects of power and privilege for counselors and clients.
- **Assignments Due (11/15/20): Report #7**

**Week #13 (November 23<sup>rd</sup>, 2020): No Class – Thanksgiving Break**

Week #14 (November 30<sup>th</sup>, 2020) Topic: ***Advocacy***

- Reading(s): Content: Advocacy
- Reading: "Advocating for advocacy: An Exploratory Survey on Student Advocacy Skills and Training in Counseling Psychology" - by Stege, Brockberg, & Hoyt
- CACREP Standard: Professional Counseling Orientation and Ethical Practice F.1.d. The role and process of the professional counselor advocating on behalf of the profession.
- CACREP Standard: Professional Counseling Orientation and Ethical Practice F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- CACREP Standard: Clinical Rehabilitation Counseling 5.3.c Strategies to advocate for persons with disabilities.
- **Assignments Due (11/29/20): Report #8)**





Week #15 (December 7<sup>th</sup>, 2020) Topic: **Professional Associations & Professional Engagement**

- Reading(s):
  - *Prediction of Membership in Rehabilitation Counseling Professional Associations* by Phillips & Leahy
  - *Rehabilitation Counseling's Phoenix Project: Re-visiting the Call for Unification of the Professional Associations in Rehabilitation Counseling* by Leahy and colleagues (2011)
- **CACREP Standard:** Professional Counseling Orientation and Ethical Practice F.1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.
- **CACREP Standard:** Rehabilitation Counseling 5.D.2.v. Professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling.
- **Assignments Due (12/6/20): Report #9**

Week #16 (December 14<sup>th</sup> through 18<sup>th</sup>, 2020) Topic: No Formal Class – Finals Weeks

- Reading(s): None
- CACREP Standard: None
- **Assignments Due: Self-Reflection Paper is due on Monday the 14<sup>th</sup> of December at 11:59 PM Mountain Time.**

### **Disclaimer**

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabus will be discussed in class and uploaded into CANVAS.