

USU-REH 6100 Syllabus

Professional Counseling Orientation (2 credits)

Course Overview


Professor




 **Brian Phillips**

 Instructor

 brian.phillips@usu.edu (<mailto:bnphillips2@gmail.com>)

 435.797.2381

 Emma Eccles Jones Education Building, Room #318

 Office Hours: By appointment (Please don't hesitate to reach out!)


Teaching Assistant



 **Kayla Currier Kipping**

 Teaching Assistant

 kayla.currier@aggiemail.usu.edu

 Office Hours: By appointment

Class Information

Course Location: Click on the Zoom link on the left hand menu of the course page.

Course Meeting (Days & Time): Thursday, 5:00 PM to 6:45 PM*

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

Credits

This is a two-credit course. Students will meet two hours per week. In addition to regular classroom meetings, students will spend two hours each week on out-of-class activities for each credit, for a minimum of four additional hours per week, including homework, reading, writing and researching.

Course Description

This course provides a broad orientation to the counseling profession. Students will familiarize themselves with counseling roles and functions, credentialing standards, and organizations relevant to practice. Foundational knowledge for practice as a rehabilitation counselor will also be provided.

Readings

Readings will consist of book chapters from the required and optional texts and supplemental empirical articles (posted in Canvas). Supplemental 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.

Required Textbook

- Tarvydas, V. M., & Hartley, M. T. (Eds.). (2017). *The professional practice of rehabilitation counseling* (2nd). New York: Springer Publishing Company.
 - ISBN: 9780826138927

Additional References

- Nassar, S. C., & Niles, S. G. (Eds.) (2018). *Orientation to professional counseling: Past, present, and future trends*. Alexandria, VA: American Counseling Association.
 - ISBN: 97815560203664

Optional Texts

- Neukrug, E. S. (2017). *A brief orientation to counseling: Professional identity, history, and standards* (2nd). Boston, MA: Cengage Learning.
- Erford, B. T. (2018). *Orientation to the counseling profession: Advocacy, Ethics, and Essential Professional Foundations* (3rd). New York: Pearson Publishing Company

- ISBN: 0134387791
- Rubin, S. E., Roessler, R. T., & Rumrill Jr., P. D. (2016). *Foundations of the vocational rehabilitation process* (7th). Austin, TX: Pro-Ed.

Student Learning Outcomes

A primary objective of this course is to gain a broad understanding of the profession of counseling as well as foundational knowledge of the rehabilitation counseling specialization. As such, students are expected to achieve the following learning objectives:

Students will:

1. Define key terms in counseling as well as counselor roles and functions.
2. Examine and understand the brief history of counseling as well as of social work, psychology, and psychiatry to examine how these fields have had an impact on the counseling profession.
3. Identify different kinds of counselors and their professional organizations.
4. Understand the structure of a profession.
5. Examine the characteristics of the effective counselor including those that jointly describe the working alliance: empathy, acceptance, genuineness, embracing a wellness perspective, cultural competence, among others.
6. Examine current issues and future trends in the counseling profession.
7. Examine accreditation practices in the counseling profession with a particular emphasis on the Council for Accreditation of Counseling and Related Educational Professions (CACREP).
8. Demonstrate a basic understanding of the disability rights and independent living movement.
9. Articulate a general understanding of disability specific legislation.
10. Be aware of the rehabilitation counselor's scope of practice and the various settings in which rehabilitation counselors are employed.
11. Have insight into the basic principles of rehabilitation philosophy.
12. Appreciate the sociopolitical context of rehabilitation practice.
13. Be familiar with the professional associations and corresponding journals connected with the profession of counseling and with rehabilitation Counseling.

Grading Guidelines and Policies

Grading Scale:

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

Grade	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

* Students performing at or below a C should contact the instructor to determine a plan for improvement.



Note: I do not round decimal points at the end of the semester. Thus, a score of 93.9 receives an AB while a score of 94.00 receives an A

Assignments and Points

Point Scale:	Points/ each	Total points
Text Activities (7)	5	35
Disability Rights Activist Profiles	10	10
Professional Identity and Responsibility Paper		25
Exam One		10
Exam Two		20
Total		100

Description of Coursework

Text Activities (35 points)

Students will complete **SEVEN** text activities during the course of the semester. Each text activity will be announced and defined at least one week prior to the date that it is due. Assignments (either quiz, reflection paper, or other text activity) must then be submitted *by 11:59pm on the day prior to the beginning of the next class*. Although open-book, these assignments must be completed individually rather than in groups. These activities are designed to reward reading of class material prior to discussing it in class, to aid class discussion, and to facilitate retention of the material.

Quizzes that are included as reading assignments are open book and can be taken up to two times within the dates assigned. If taken twice, you will be awarded the highest of the two quiz scores.

The nature of the other text activities will vary and will be based on the assigned reading.

Text activities completed after the beginning of class will not be accepted.

Disability Rights Activist Profiles (10 points)

For this assignment, you will create a three-page brief on three key figures in the disability rights movement. A template will be provided. It is my hope to limit the amount of time spent on worrying about the writing of this assignment so that greater emphasis can be given to curiosity and fact-finding.

More details will be provided within the assignment description in Canvas.

Exams (30 points)

Both exams will cover all assigned readings and class content up to that point in the class. This means that the final exam will be comprehensive. The exams may include fill in the blank, multiple choice, short answer and/or essay.

Exceptions for completing the examinations on the assigned date must be worked out prior to the exam date.

Professional Identify and Responsibility Paper (25 points)

Each student will write an APA (Sixth Edition) style paper approximately 8 - 10 pages in length (double spaced) on the professional identity and professional responsibilities of a counselor.

Successful papers will integrate the topics below under the four main headings of

professionalization, professional identity and professionalism, professional advocacy, and client-advocacy.

More details will be provided within the assignment description in Canvas.

Student Supports & Resources

The resources I am highlighting below (and more) can be found by [clicking here \(https://www.usu.edu/online/student-benefits\)](https://www.usu.edu/online/student-benefits).

IT and Canvas Support

Canvas is the where course content, grades, and communication will reside for this course.

- [http://canvas.usu.edu \(http://canvas.usu.edu\)](http://canvas.usu.edu)
 - Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas \(http://canvas.usu.edu\)](http://canvas.usu.edu), [Passwords \(https://id.usu.edu/Password/Help/#password\)](https://id.usu.edu/Password/Help/#password), or any other computer-related technical support contact the [IT Service Desk \(http://it.usu.edu\)](http://it.usu.edu).
 - 435 797-4357 (797-HELP)
 - 877 878-8325
 - [http://it.usu.edu \(http://it.usu.edu\)](http://it.usu.edu)
 - [servicedesk@usu.edu \(mailto:servicedesk@usu.edu\)](mailto:servicedesk@usu.edu)

Additional Canvas support is available 24/7 at 1-877-399-1958.

Disability Resources

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

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

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 mental and emotional well-being. All USU students have access to confidential mental health services through [Counseling and Psychological Services \(CAPS\)](https://counseling.usu.edu) [_\(https://counseling.usu.edu\)_](https://counseling.usu.edu). 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 [_\(mailto:justin.barker@usu.edu\)_](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.

More information about the supports for mental and emotional well-being can be found at <https://aggiewellness.usu.edu/> [_\(https://aggiewellness.usu.edu/\)_](https://aggiewellness.usu.edu/)

Diversity Resources

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> [_\(https://studentaffairs.usu.edu/\)_](https://studentaffairs.usu.edu/), (435) 797-1712, studentservices@usu.edu [_\(mailto:studentservices@usu.edu\)_](mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> [_\(https://ususa.usu.edu/student-association/student-advocacy/legal-services\)_](https://ususa.usu.edu/student-association/student-advocacy/legal-services/), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> [_\(http://accesscenter.usu.edu/\)_](http://accesscenter.usu.edu/), (435) 797-1728, access@usu.edu [_\(mailto:access@usu.edu\)_](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> [_\(http://accesscenter.usu.edu/multiculture\)_](http://accesscenter.usu.edu/multiculture/), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> [_\(http://accesscenter.usu.edu/lgbtqa/\)_](http://accesscenter.usu.edu/lgbtqa/), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> [_\(https://www.usu.edu/provost/diversity/\)_](https://www.usu.edu/provost/diversity/), (435) 797-8176

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols during the fall 2020 semester. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

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

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

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

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

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

Academic Dishonesty

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

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

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](https://studentconduct.usu.edu/studentcode/article6) [.\(https://studentconduct.usu.edu/studentcode/article6\)](https://studentconduct.usu.edu/studentcode/article6)

Sexual Harassment/Title IX

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](http://www.usu.edu/policies/339) [.\(http://www.usu.edu/policies/339\)](http://www.usu.edu/policies/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 [Office of Equity](https://equity.usu.edu/) [\(https://equity.usu.edu/\)](https://equity.usu.edu/) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](http://www.usu.edu/policies/305/) [\(http://www.usu.edu/policies/305/\)](http://www.usu.edu/policies/305/)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

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

Students with Disabilities

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

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> [_\(https://studentaffairs.usu.edu/\)_](https://studentaffairs.usu.edu/), (435) 797-1712, studentservices@usu.edu [_\(mailto:studentservices@usu.edu\)_](mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> [_\(https://ususa.usu.edu/student-association/student-advocacy/legal-services\)_](https://ususa.usu.edu/student-association/student-advocacy/legal-services/), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> [_\(http://accesscenter.usu.edu/\)_](http://accesscenter.usu.edu/), (435) 797-1728, access@usu.edu [_\(mailto:access@usu.edu\)_](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> [_\(http://accesscenter.usu.edu/multiculture\)_](http://accesscenter.usu.edu/multiculture/), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> [_\(http://accesscenter.usu.edu/lgbtqa/\)_](http://accesscenter.usu.edu/lgbtqa/), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> [_\(https://www.usu.edu/provost/diversity/\)_](https://www.usu.edu/provost/diversity/), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode>

[\(https://studentconduct.usu.edu/studentcode/\)](https://studentconduct.usu.edu/studentcode/)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#)

[\(https://studentconduct.usu.edu/studentcode/article7/\)](https://studentconduct.usu.edu/studentcode/article7/).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](http://www.usu.edu/studentconduct) [_\(http://www.usu.edu/studentconduct\)_](http://www.usu.edu/studentconduct/)
- [Student Code](https://studentconduct.usu.edu/studentcode/) [_\(https://studentconduct.usu.edu/studentcode/\)_](https://studentconduct.usu.edu/studentcode/)
- [Academic Integrity](https://studentconduct.usu.edu/studentcode/article6/) [_\(https://studentconduct.usu.edu/studentcode/article6\)_](https://studentconduct.usu.edu/studentcode/article6/)
- [USU Selected Academic Policies and Procedures](http://www.usu.edu/provost/faculty-life/syllabus.cfm) [_\(http://www.usu.edu/provost/faculty-life/syllabus.cfm\)_](http://www.usu.edu/provost/faculty-life/syllabus.cfm)
- [USU Academic Policies and Procedures](http://catalog.usu.edu/content.php?catoid=4&navoid=546) [_\(http://catalog.usu.edu/content.php?catoid=4&navoid=546\)_](http://catalog.usu.edu/content.php?catoid=4&navoid=546)
- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) [_\(http://www.usu.edu/hr/files/uploads/Policies/403.pdf\)_](http://www.usu.edu/hr/files/uploads/Policies/403.pdf)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](https://counseling.usu.edu) (<https://counseling.usu.edu>).

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

CACREP Standards Met by Course

CACREP Standards

Standard	CACREP	Evaluation
1. History and philosophy of the counseling profession and its specialty areas	2.F.1.a	Exams; PIPR Paper
2. History, legislation, systems, philosophy, and current trends of rehabilitation counseling	5.H.1.a	Exams; PIPR Paper
3. The multiple roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b	Exams

4. Professional rehabilitation counseling scope of practice, roles, and settings	5.H.2.a	Exams; PIPR Paper
5. Knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels	5.H.2.j	Exams; PIPR Paper
6. Federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities	5.H.2.o	Exams
7. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities	5.H.2.l	Exams
8. Theories, models, and interventions related to rehabilitation counseling	5.H.1.b*	Exams; PIPR Paper
9. Principles of independent living, self-determination, and informed choice	5.H.1.d	Exams
10. Individual needs for assistive technology and rehabilitation services	5.H.2.m	Exams
11. Principles of societal inclusion, participation, access, and universal design, with respect for individual differences	5.H.1.e	Exams
12. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	Exams; PIPR Paper
13. Awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation	5.H.2.g	Exams
14. The role and process of the professional counselor advocating on behalf of the profession	2.F.1.d	Exams; PIPR Paper; TA
15. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e*	Exams
16. Professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f	Exams; PIPR Paper; TA
17. Professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling	2.F.2.p	Exams; PIPR Paper; TA
18. Professional counseling credentialing, including certification,	2.F.1.g	Exams; PIPR

licensure, and accreditation practices and standards, and the effects of public policy on these issues		Paper; TA
19. Current labor market information relevant to opportunities for practice within the counseling profession	2.F.1.h*	Exams
20. Ethical standards of the professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i*	Exams
21. Technology's impact on the counseling profession	2.F.1.j*	Exams
22. Strategies for personal and professional self-evaluation and implications for practice	2.F.1.k*	PIPR Paper
23. Self-care strategies appropriate to the counselor role	2.F.1.l*	PIPR Paper
24. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2a*	Exams
25. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b*	Exams
26. Multicultural counseling competencies	2.F.2.c*	Exams
27. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d*	Exams
28. The effects of power and privilege for counselors and clients	2.F.2.e*	Exams
29. Help-seeking behaviors of diverse clients	2.F.2.f*	Exams
30. The impact of spiritual beliefs on client's and counselors' worldviews	2.F.2.g*	Exams
31. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	2.F.8.a*	Exams
32. Identification of evidence-based counseling practices	2.F.8.b*	Exams
33. Needs assessments	2.F.8.c*	Exams
34. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	2.F.8.j*	Exams

Note. Professional Identity and Professional Responsibilities Paper = PIPR Paper; Text Activities = TA.

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.

Course Schedule and Due Dates

Week/ Date	Assigned Readings	Topics & Discussion CACREP Standards	Assignments & Exams
1: 9.3.2020	No Assigned Readings	Introduction to the Course. What is a profession?	
2: 9.10.2020	Neukrug (Ch 1 & 5) Tarvydas & Hartley (Ch 4)	History and Introduction to the field of Counseling and Rehabilitation Counseling 2.F.1.a, 5.H.1.a,	
3: 9.17.2020	Parker & Patterson (Ch 2) Tarvydas & Hartley (Ch 6)	Legislation, regulations, policies, & Benefits 5.H.2.o, 5.H.2.l	
4: 9.24.2020	Parker & Patterson (Ch 3) Tarvydas & Hartley (Ch 2)	Roles & Functions and Settings of Practice 2.F.1.b, 5.H.2.a, 5.H.2.j	TA 1
5:	Neukrug (Ch 2)	Professional Associations	TA 2

10.1.2020	Phillips & Leahy (2012) Leahy et al. (2011)	2.F.1.f	
6: 10.08.2020	Neukrug (Ch 7) Bobby (2012) Strauser (2017)	Accreditation in Counseling 2.F.2.p	
7: 10.15.2020	Saunders et al (2009) Tarvydas & Hartley (Ch 3)	NO CLASS: CONTENT ON CANVAS. Credentialing in Counseling 2.F.1.g, 2.F.1.i	Exam One
8: 10.22.2020	Erford (Ch 11 & 15) Tarvydas & Hartley (Ch 14)	Multicultural Counseling and Advocacy 2.F.1.d., 2.F.1.e, 2.F.2.c, 2.F.2.e, 2.F.2.d	TA 3
9: 10.29.2020	Erford (Ch 5) Tarvydas & Hartley (Ch 5 & 12)	The Counseling Process, theories and models 5.H.1.b	TA 4
10: 11.5.2020	Erford (Ch 7)	Response to Trauma and Emergency 2.F.1.c, 5.H.2.g	TA 5
11: 11.12.20	Rubin, Roessler, & Rumrill (Ch 15) Tarvydas & Hartley (Ch 21)	Independent Living & Assistive Technology 5.H.1.d, 5.H.1.e, 5.H.2.m	TA 6
12: 11.19.20	Erford (Ch 17) Tarvydas & Hartley (Ch 19)	Research and Evidence-Based Practices 2.F.8.a, 2.F.8.b	
13: 11.26.20	No Reading	NO CLASS: THANKSGIVING!	
14: 12.3.2020	Nassar & Giles (Ch 13)	Professional Identity and Professionalism	TA 7










**15:
12.10.20**Nassar & Giles (Ch Labor Market and Summary
8 & 12)













Exam Two







2.F.1.h, 5.H.1.a, 2.F.1.f, 2.F.1.k, 2.F.1.l

Neukrug
(Afterword)

Course Summary:

Date	Details	
Thu Sep 17, 2020	 Brian Phillips https://usu.instructure.com/calendar?event_id=890945&include_contexts=course_605900	4:30pm to 8pm
Wed Sep 23, 2020	 Text Activity #1 https://usu.instructure.com/courses/605900/assignments/3015237	due by 11:59pm
Thu Sep 24, 2020	 Brian Phillips https://usu.instructure.com/calendar?event_id=890946&include_contexts=course_605900	4:30pm to 8pm
Wed Sep 30, 2020	 Text Activity #2 https://usu.instructure.com/courses/605900/assignments/3015238	due by 11:59pm
Thu Oct 1, 2020	 Brian Phillips https://usu.instructure.com/calendar?event_id=890943&include_contexts=course_605900	4:30pm to 8pm
Wed Oct 7, 2020	 Brian Phillips https://usu.instructure.com/calendar?event_id=890944&include_contexts=course_605900	4:30pm to 8pm
Wed Oct 7, 2020	 Text Activity #3 https://usu.instructure.com/courses/605900/assignments/3015239	due by 11:59pm
Thu Oct 8, 2020	 Disability Rights Activist Briefs https://usu.instructure.com/courses/605900/assignments/3040331	due by 11:59pm
Thu Oct 8, 2020	 Brian Phillips https://usu.instructure.com/calendar?event_id=890937&include_contexts=course_605900	4:30pm to 8pm

Date	Details	
Thu Oct 15, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890936&include_contexts=course_605900)	4:30pm to 8pm
Mon Oct 19, 2020	 Exam One (Remotely Proctored) (https://usu.instructure.com/courses/605900/assignments/3015234)	due by 11:59pm
Wed Oct 21, 2020	 Text Activity #4 (https://usu.instructure.com/courses/605900/assignments/3015240)	due by 11:59pm
Thu Oct 22, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890942&include_contexts=course_605900)	4:30pm to 8pm
Wed Oct 28, 2020	 Text Activity #5 (https://usu.instructure.com/courses/605900/assignments/3015241)	due by 11:59pm
Thu Oct 29, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890941&include_contexts=course_605900)	4:30pm to 8pm
Wed Nov 4, 2020	 Text Activity #6 (https://usu.instructure.com/courses/605900/assignments/3015242)	due by 11:59pm
Thu Nov 5, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890940&include_contexts=course_605900)	4:30pm to 8pm
Thu Nov 12, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890935&include_contexts=course_605900)	4:30pm to 8pm
Thu Nov 19, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890939&include_contexts=course_605900)	4:30pm to 8pm
Thu Nov 26, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890934&include_contexts=course_605900)	4:30pm to 8pm
Wed Dec 2, 2020	 Text Activity #7 (https://usu.instructure.com/courses/605900/assignments/3040306)	due by 11:59pm

Date	Details	
Thu Dec 3, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890938&include_contexts=course_605900)	4:30pm to 8pm
Mon Dec 7, 2020	 Professional Identity and Responsibility Paper (https://usu.instructure.com/courses/605900/assignments/3015236)	due by 11:59pm
Thu Dec 10, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=890933&include_contexts=course_605900)	4:30pm to 8pm
Mon Dec 14, 2020	 Exam Two (Remotely Proctored) (https://usu.instructure.com/courses/605900/assignments/3015232)	due by 10am
	 Alternate Exam Two (https://usu.instructure.com/courses/605900/assignments/3015233)	
	 Voluntary and Anonymous Course Evaluation (https://usu.instructure.com/courses/605900/assignments/3015243)	