

**USU-REH 6160 Syllabus**  
**Career Development, Analysis & Placement (3 credits)**  
**Fall Semester 2020**

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Office Hours: Tuesday 2:00-4:00 (MST)

**REH 6160**

Semester/Year: Fall, 2020

Course Location: <https://usu-edu.zoom.us/j/96444016696?pwd=dUI2NzNmVjU2NWVzWU1YdIZISVIMZz09>

Meeting ID: 964 4401 6696

Passcode: 893514

Course Meeting (Days & Time): Tuesday 5:00- 7:30

Credit Hours: 3

**COURSE DESCRIPTION**

This course emphasizes the need to develop individualized supports and strategies that promote integrated competitive employment for all individuals with disabilities. The course introduces career development theory and teaches students to utilize and embed specific theories into practice to promote competitive integrated employment outcomes. The course provides a review of practices that result in integrated employment including, assessment, occupational analysis, job analysis, job development, and systematic instruction. Students are introduced to specific career theories and support models such as supported employment (SE), customized employment (CE), and the individual placement and support (IPS).

**READINGS**

Students must complete all readings prior to the class period for which they are assigned and be prepared to discuss the readings in class and discussions. 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

**Required Textbook:**

Luecking, R. G., Fabian, E. S. & Tilson, G. (2004). *Working Relationships: Creating career opportunities for jobseekers with disabilities through employer partnerships*. Baltimore, MD: Paul H. Brookes

### Additional Required Readings

Selected journal articles and other readings are required for some of the class sessions. These articles will be posted on Canvas.

### STUDENT LEARNING OUTCOMES

#### **Student Learning Outcome #1:** Understand career counseling models and applications

- Assessment Method: Discussion Group Activities,
- CACREP Standard(s): *Section 2.F.4 – Career Development.*
  - theories and models of career development, counseling, and decision making.

#### **Student Learning Outcome #2:** Understand employment support models for people with the most significant disabilities.

- Assessment Method: Discussion Group Activities, Peer review research annotation
- CACREP Standard(s): *Section 2.F.4 – Career Development.*
  - theories and models of career development, counseling, and decision making.

#### **Student Learning Outcome #3:** Understand employment assessment strategies

- Assessment Method: Discussion Group Activities, Assessment critique
- CACREP Standard(s): *Section 2.F.4 – Career Development.*
  - approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.
  - strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
  - strategies for facilitating client skill development for career, educational, and life-work planning and management
  - methods of identifying and using assessment tools and techniques relevant to career planning and decision making.
- CACREP Standard(s): *Section 2.F.7 – Assessment and Testing*
  - use of assessments for diagnostic and intervention planning purposes
  - basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
  - use of assessments relevant to academic/educational, career, personal, and social development
  - use of environmental assessments and systematic behavioral observations

#### **Student Learning Outcome #4:** Demonstrate the ability to identify and apply occupational and labor force information

- Assessment Method: Discussion Group Activities, Occupational Analysis
- CACREP Standard(s): *Section 2.F.4 – Career Development.*

- strategies for career development program planning, organization, implementation, administration, and evaluation
- strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

**Student Learning Outcome #5:** Understand and describe-best practices in job development.

Assessment Method: Discussion Group Activities, Informational Interview

- CACREP Standard(s): *Section 2.F.4 – Career Development.*
  - strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
  - strategies for facilitating client skill development for career, educational, and life- work planning and management
  - methods of identifying and using assessment tools and techniques relevant to career planning and decision making

### Grading Guidelines & Policies

#### Course Assignments & Grading

Assignment	Points
1. Introduction Assignment	10
2. Discussion Groups	50
a. Five graded, group discussions (10 points each)	
3. Employment Assessment Evaluation	100
a. Groups assignment	
4. Research Brief	70
5. Employer Interview & Occupational Analysis	100
<b>Total Points</b>	<b>330</b>

#### Grading Scale

Grades will be assigned based on the following distribution:

A	94% +	C+	79-77%	D-	63-61%
A-	90-93%	C	76-74%	E	< 61%
B+	89-87%	C-	73-70%		
B	86-84%	D+	69-67%		
B-	83-80%	D	66-64%		

## Course Schedule

### Week #1 September 1, 2020

Topic: Course Introduction – Review of Syllabus, Review of Research and Library Resources - Work and Disabilities,

- Reading(s):
  - None
- CACREP Standard: N/A
- Assignments Due (if any):
  - Introduction Assignment
    - Tell me about you (where you live, work, position, etc.) Why are you taking this class? Things you like to do other than work, etc.

### Week #2 September 8, 2020

Topic: Defining Disability & Prevalence. Economic Outcomes & Expectations

- Reading(s):
  - Bernell, S. L. (2003). Theoretical and applied issues in defining disability in labor market research. *Journal of Disability Policy Studies*, 14, 1, 36-45.
  - Review employment data for working-age adults with disabilities
    - <https://www.disabilitystatistics.org/reports/acs.cfm?statistic=2>
  - POD Cast: How to be like Batman – Full Episode
    - <http://www.npr.org/programs/invisibilia/378577902/how-to-become-batman>
- CACREP Standard:
  - *Section 2.F.4 – Career Development.*
    - processes for identifying and using career, vocational, educational, occupational and labor market information resources, technology, and information systems
- Assignments Due (if any):
  - **Discussion 1:**
    - How do you think expectations influence employment outcomes for people with disabilities? What are strategies rehabilitation professionals

can use to increase expectations about employment for parents, teachers, employers, etc.

### Week #3 September 15, 2020

Topic: Setting the Stage for Employment: Employment related legislation and policy

- Reading(s)
  - Bachrach, T. (2015). Furthering disability rights through inclusive education and employment. *Journal of Vocational Rehabilitation*, 42, 257-261.
  - Chapter 1. Job Development and Placement. Luecking, et al
- CACREP Standard
  - *Section 2.F.4 – Career Development.*
    - strategies for career development program planning, organization, implementation, administration, and evaluation.
- Assignments Due (if any):
  - **Discussion 2:**
    - Federal legislation responded to the fact that there has been no substantive growth in employment rates of individuals with disabilities for years. What factors do you believe contribute to these poor employment rates and do you believe recent policy changes will improve employment outcomes for individuals with disabilities?

### Week #4 September 22, 2020

Topic: Transition to Employment

- Reading(s)
  - Riesen, T., Schultz, J. Morgan, R., & Kupferman, S. (2014). School-to-work barriers as identified by special educators, vocational rehabilitation counselors, and community rehabilitation professionals. *The Journal of Rehabilitation*, 80 (1), 33-44.
  - Riesen, T. & Oertle, K. (2019). Developing employment training opportunities for transition-age youth with intellectual and developmental disabilities: A preliminary survey of employer perspectives. *Journal of Rehabilitation*, 85 (2), 27-36.

- CACREP Standard
  - *Section 2.F.4 – Career Development.*
    - strategies for career development program planning, organization, implementation, administration, and evaluation
    - strategies for facilitating client skill development for career, educational, and life- work planning and management
- Assignments Due (if any):
  - Discussion 3. Both of the articles assigned for this week’s class examined transition from school-to-work. A number of high impact barriers to school to work were identified in the Riesen, et al (2014) article. Why do you think these barriers exist and what can professional do to mitigate these barriers?

### Week #5 September 29, 2020

#### Topic: Employer Perceptions of Disability

- Reading(s)
  - Chapter 4. Employer Perceptions of Disability and Disability Employment Programs.
  - Ju, S., Roberts, E. & Zhang, D. (2013). Employer attitudes toward workers with disabilities: A review of research in the past decade. *Journal of Vocational Rehabilitation*, 38, 113-123.
- CACREP Standard
  - *Section 2.F.4 – Career Development.*
    - strategies for career development program planning, organization, implementation, administration, and evaluation
    - methods of identifying and using assessment tools and techniques relevant to career planning and decision making
    - ethical and culturally relevant strategies for addressing career development
- Assignments Due (if any):
  - **Discussion 4:**
    - Given recent policy changes that promote employment outcomes for individuals with the most significant disabilities, employment specials are required to support these individuals in finding and maintain competitive integrated employment. I often hear practitioners say “While I believe in competitive integrated employment, I think people with more significant disabilities are better served in workshop setting because employers won’t

hire people this population.” How would you respond to this comment?

### Week #6 October 6, 2020

Topic: Career Development Theories and Constructs

- Reading(s)
  - Chapter 3. Setting the Stage: Career Development Strategies. Luecking, et al.
  - Complete O\*Net My Next Move profile (<https://www.mynextmove.org/explore/ip>)
- CACREP Standard
  - *Section 2.F.4 – Career Development.*
    - theories and models of career development, counseling, and decision making
- Assignments Due (if any):
  - **Discussion 5:**
    - Career theory constructs attempt to outline the career development process across a person’s lifespan. Theorist, such as Holland, developed the SDS to capture a person’s interest as it relates to work. Do you believe that such profiles can be reliably used with people with more significant disabilities?

### Week #7, October 13, 2020

Topic: Employment Support Models

- Reading(s)
  - Riesen, T. Morgan, R.L. & Griffin, C. (2015). Customized employment: A review of the literature. *Journal of Vocational Rehabilitation*, 43, 183-193.
  - Wehman, P., et al (2018). Toward competitive employment for persons with intellectual and developmental disabilities: What progress have we made and where do we need to go. *Research and Practice for Persons with Severe Disabilities*, 1-14.
  - WINTAC, (2017). *The essential elements of customized employment for universal application*. Workforce Innovation Technical Assistance Center.

Retrieved from: [www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/resources](http://www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/resources).

- CACREP Standard
  - *Section 2.F.4 – Career Development.*
    - contribute to career development
    - strategies for career development program planning, organization, implementation, administration, and evaluation
    - strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
    - strategies for facilitating client skill development for career, educational, and life- work planning and management
  - *F.4.j. ethical and culturally relevant strategies for addressing career development*
- Assignments Due (if any):
  - None

### Week #8, October 20, 2020

Topic: Framework for Assessment

- Reading(s)
  - Grasso, E, Jitendra, A, Browder, D. M. & Harp, T. (2004). Effects of ecological and standardized vocational assessments on office of vocational rehabilitation counselors' perceptions regarding individuals with developmental disabilities. *Journal of Developmental and Physical Disabilities*, 16,
  - Chapter 8. Knowing the Job Seeker Customer. Luecking, et al.
- CACREP Standard
  - *Section 2.F.7 – Assessment and Testing*
    - use of assessments for diagnostic and intervention planning purposes
    - basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
    - use of assessments relevant to academic/educational, career, personal, and social development
    - use of environmental assessments and systematic behavioral observations



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- Assignments Due (if any):
  - **Employment Assessment Summary Evaluation**
  - **Groups 1-3 presentation**

### Week #9: October 27, 2020

Topic: Customized Employment Discovery

- Reading(s)
  - Riesen, T. Hall, S., & Keeton, B. Jones, K. (2019). Customized employment discovery fidelity: Developing consensus among experts. *Journal of Vocational Rehabilitation*.
  - Inge, K. Graham, C. W., Brooks-Lane, N., Wehman, P., & Griffin, P. (2018). Defining customized employment as an evidence-based practices: The results of a focus group study. *Journal of Vocational Rehabilitation*, 48 (2), 155-166.
- CACREP Standard
  - *Section 2.F.7 – Assessment and Testing*
    - use of assessments for diagnostic and intervention planning purposes
    - basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
    - use of assessments relevant to academic/educational, career, personal, and social development
    - use of environmental assessments and systematic behavioral observations.
- Assignments Due (if any):
  - **Groups 4-5 presentations**

### Week #10: November 3, 2020

Topic: Understanding the Labor Market: Occupational and Labor Information

- Reading(s)
  - Chapter 9. Knowing the Employer Customer. Luecking, et al.
- CACREP Standard
  - *Section 2.F.4 – Career Development*.
    - processes for identifying and using career, vocational, educational, occupational and labor market information resources, technology, and information systems

- Assignments Due (if any):
  - **Research Brief**

### Week #11 November 10, 2020

Topic: Networking and Job Development

- Reading(s)
  - Chapter 5. Developing Relationships for Effective Partnerships. Luecking, et al.
  - Chapter 6, Partnerships at work. Luecking, et al.
  - Riesen, T. & Morgan, R.L. (2018). Employer's perspective of customized employment: A focus group analysis. *Journal of Vocational Rehabilitation*. 49, (1) 33-44.
- CACREP Standard
  - *Section 2.F.4 – Career Development.*
    - strategies for career development program planning, organization, implementation, administration, and evaluation
    - strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
    - strategies for facilitating client skill development for career, educational, and life- work planning and management
    - methods of identifying and using assessment tools and techniques relevant to career planning and decision making
    - ethical and culturally relevant strategies for addressing career development
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- Assignments Due (if any):
  - **None**

### Week #12 November 17, 2020

Topic: Job and Task Analysis

- Reading(s)
  - Brown, L. & Kessler, K. (2014). Generating integrated work sites for individuals with significant intellectual disabilities. *Journal of Vocational Rehabilitation*, 40, 85-97.
- CACREP Standard
  - *Section 2.F.4 – Career Development.*
    - approaches for assessing the conditions of the work environment on clients' life experiences

- Assignments Due (if any):
  - None

### Week #13 November 24, 2020

Topic: Systematic Instruction in the Workplace

- Reading(s)
  - Riesen, T., & Jameson, J. M. (2018). A comparison of prompting procedures to teach work tasks to transition-aged students with disabilities. *Education and Training in Autism and Developmental Disabilities, 53 (1), 100-110.*
- CACREP Standard
  - *Section 2.F.4 – Career Development.*
    - approaches for assessing the conditions of the work environment on clients' life experiences
- Assignments Due (if any):
  - None

### Week #14 December 1, 2020

Topic: Organizational Change in Employment

- Reading(s)
  - Chapter 14. Organizational Change. Luecking, et al.
  - Chapter 16 Into the Future, Challenges and Issues
- CACREP Standard
  - NA
- Assignments Due (if any):
  - Occupational Analysis and Interview

### Week #15 December 8, 2020

Topic: Class wrap-up – Bottom Dollar movie

- Reading(s)
  - None
- CACREP Standard
  - NA
- Assignments Due (if any):

### 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 rational for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.

## Course Assignments

### Assignment Submission.

Unless noted, all Assignments need to be submitted using the Canvas platform. Written material must be submitted on canvas as a **word document**. Save your document using the following format: Name of assignment\_Student Name. For example: Research Brief\_Tim Riesen. **An automatic 30% score reduction will be assessed for assignments turned in after the due date and time. Students will receive a 0 on work turned in more than a week past the due date.** Papers must follow **APA 7th Edition formatting guidelines**:

<https://apastyle.apa.org/style-grammar-guidelines/paper-format/student-annotated.pdf>

### Discussion Groups (50 points)

Students will participate in 5 graded group discussion groups on a topic related to the class material. These discussion groups are a platform to discuss issues and develop deeper understanding of a concept. For each discussion, groups will be randomly called upon to present key ideas to the class. In addition, each group is required to write and submit a 1-page brief summary of the discussion. The summary must include the following information (a) names of students in the group and (b) a summary of main discussion points. Group will be graded on the following criteria:

Points	10-8	7-5	2-4	0	Total
Quality of Discussion	Appropriate comments, thoughtful and reflective (incorporates reading material assigned for the week), provides a thoughtful summary or critique.	Appropriate comments and responds to prompt question. Minimal reference to reading or assigned material	Short or irrelevant comments or remarks. No reference to reading.	No participation	

### Research Brief (70 points)

Given the importance of utilizing evidence-based strategies to promote employment outcomes for individuals with disabilities, 6160 students are required to write a 5-page research brief on a topic related to employment. For this assignment, students are required to describe an issue/problem related employment of people with disabilities and then locate, read, and write a 5-page research brief on the topic. The research brief must contain a minimum of 7 peer-reviewed journal article citations published between 2000 and 2020. The purpose of this assignment is for you to gain exposure to the peer reviewed research on job development, analysis, placement, and support. The research brief will be graded using the following rubric.

Component	Description	Points	Comments
<ul style="list-style-type: none"> <li>• <i>APA style title page, reference list, and APA writing style (6 points).</i></li> </ul>	To receive the maximum points, student must format title page reference using and use APA 7 <sup>th</sup> edition style guidelines.		
<ul style="list-style-type: none"> <li>• <i>Problem statement (10 points).</i></li> </ul>	To receive the maximum points, student must provide a clear problem statement and clearly stated rational for why specific research topic was selected.		
<ul style="list-style-type: none"> <li>• <i>7 peer reviewed journal citations (14 points).</i></li> </ul>	To receive the maximum points students must locate and reference 7 peer reviewed research articles published between 2000-2020.		
<ul style="list-style-type: none"> <li>• <i>Concise summary of research findings (30 points)</i></li> </ul>	To receive the maximum points, the student must write a concise summary of research findings that is written to inform the reader.		
<ul style="list-style-type: none"> <li>• <i>Organization, Grammar, Syntax, and Paragraph Construction (10 points)</i></li> </ul>	To receive the maximum points, the student must write a research brief that is organized and uses proper conventions with master		

	student paragraph and sentence fluency.		
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### Employment Assessment Evaluation (100 points)

Students will be placed in random groups. Each group will be provided with an employment assessment summary to review and critique. The group will submit a written assessment summary that addresses each of the points below. In addition to each of these points, the group must make recommendations to improve the evaluation summary. The assessment summary should be concisely written and limited to 5 pages.

1. How does the summary provide adequate information about the person with a disability (e.g. benefits, living arrangements)?
  - a. Does the group believe this information is adequate? Explain.
2. How does the summary provide information about the job seeker's strengths and interests as they relate to employment?
  - a. How is this information documented?
  - b. What types of assessment procedures were used (formal, interest inventories, ecological assessments, etc) to obtain this information?
  - c. Does the group believe this information is adequate? Explain.
3. Does the summary provide information about functional limitations and the potential for accommodations and support needs?
  - a. Does the group believe this information is adequate? Explain.
4. Does the summary provide information about potential behavior challenges?
  - a. Did the summary provide recommendations for positive support strategies?
  - b. Does the group believe this information is adequate? Explain.
5. Does the summary provide information about the job seeker's prior paid work history or information about work-based learning opportunities?
  - a. If no work history, does the summary provide other information about related applied experiences that can help identify work interests and skills such as observations for daily routines and other community environments such as community-based situational assessments)?
  - b. Does the group believe this information is adequate? Explain.
6. Does the summary provide recommendations for a pathway to competitive integrated

employment?

- a. How is this documented?
  - b. Does the group believe this information is adequate? Explain.
7. What recommendation(s) does the group have to improve the evaluation summary?

Each group will present their evaluation to the class. **All members of the group are required to participate in the presentation.**

Component	Description	Points	Comments
<ul style="list-style-type: none"> <li>• <i>APA style title page, reference list, and APA writing style (5 points).</i></li> </ul>	To receive the maximum points, student must format title page reference using and use APA 7 <sup>th</sup> edition style guidelines.		
<ul style="list-style-type: none"> <li>• <i>Evaluation (70 points).</i></li> </ul>	To receive the maximum points, student must adequately address each of the 7 summary points.		
<ul style="list-style-type: none"> <li>• <i>Recommendations to improve evaluation. (10 points)</i></li> </ul>	To receive the maximum points students, provide a substantive recommendation to improve the evaluation summary		
<ul style="list-style-type: none"> <li>• <i>Organization, Grammar, Syntax, and Paragraph Construction (5 points)</i></li> </ul>	To receive the maximum points, the student must write a research brief that is organized and uses proper conventions and paragraph and sentence fluency.		
<ul style="list-style-type: none"> <li>• <i>In class presentation (10 points)</i></li> </ul>	To receive the maximum points, the group will conduct a professional, 10-minute presentation. Each member of the groups must participate in the presentation.		

### Interview, Occupational Analysis, and Employer Informational Interview (100 points)

This assignment should be submitted as one paper. The paper should have an APA formatted title page and APA headers for each of the following sections: (a) interview with a person about job preferences (**a signed release of information must be obtained and included**), (b) Occupational Analysis, and Informational Interview. This assignment will be graded using the following criteria.

Component	Description	Points	Comments
<i>APA style title page, reference list, and APA writing style (5 points).</i>	To receive the maximum points, student must format title page reference using and use APA 7 <sup>th</sup> edition style guidelines.		
<i>Interview (10 points).</i>  Conduct a brief interview with a person about job preferences	To receive the maximum points, students must provide the following information: Description of the persons a and a summary or strengths and interest related to employment, (b) summary of employment history, (c) summary of the type of employment the person is interested (describe why), and (d) summary of supports needed to maintain employment.		



<p><i>Occupational Analysis</i> (30 points)</p> <p>Conduct and occupational analysis of 3 occupations that are related to the person strengths and interest.</p>	<p>To receive the maximum points, student must provide, a brief summary of how you obtained specific information about the 3 occupations.</p> <p>For each occupation include the following:</p> <ol style="list-style-type: none"> <li>1. Information about the nature of work and working conditions.</li> <li>2. Information about the job outlook for each occupation including:             <ol style="list-style-type: none"> <li>1. Factors that may influence job opportunities (training and qualifications)</li> </ol> </li> <li>3. Information about the earning potential in each occupation.             <ol style="list-style-type: none"> <li>1. Starting wages</li> <li>2. Opportunities for advancement.</li> </ol> </li> <li>4. Information about how this information can be used to help people with disabilities obtain employment.</li> <li>5. An analysis of whether the information you obtained have any application for people with more significant disabilities?</li> </ol>		
<p><i>Informational Interview</i> (35 points)</p> <p>Contact and arrange an informational interview</p>	<p>To receive the maximum points, student must provide the following:</p>		

<p>with a community business that is related to the interests of the person with a disability you interviewed.</p>	<ol style="list-style-type: none"> <li>1. Name of business and contact information for the person interviewed (Name, email or phone).</li> <li>2. Information about how you initiated contact with the business?</li> <li>3. Information about the interview process (i.e. Did you go on a tour of the business? If so, what were your general observations about company culture?)</li> <li>4. Information about how COVID-19 is impacting Employment</li> <li>5. Information about the employer's greatest employment need at this time.</li> <li>6. Information about how the employer typically recruit employees.             <ol style="list-style-type: none"> <li>1. Are there ways in which people with more significant supports needs can learn more about this business?</li> <li>2. Are there any barriers that would prevent people with more significant disabilities from working in this business?                 <ol style="list-style-type: none"> <li>1. What types of solutions can be offered to remove these barriers?</li> </ol> </li> </ol> </li> <li>7. Information about tasks at the business that currently are not being accomplished.</li> </ol>		
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	<p>8. Information about the potential to carve or create a position at this time?</p> <p>1. What are these opportunities?</p> <p>9. How can you maintain partnerships/relationships with the employer?</p>		
<p><i>Summary (15 points)</i></p> <p>Provide a brief summary of your experience.</p>	<p>To receive the maximum points, student must provide the following:</p> <p>1. Information about how the information obtained during the occupational analysis was different than the information obtained during the informational interview.</p> <p>2. Recommendations about how rehabilitation professionals can facilitate the informational interview process.</p>		
<ul style="list-style-type: none"> <li><i>Organization, Grammar, Syntax, and Paragraph Construction (5 points)</i></li> </ul>	<p>To receive the maximum points, the student must write a paper that is organized and uses proper conventions and paragraph and sentence fluency.</p>		

### 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.

### **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> ).

### 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 by 5:00 pm MST, unless otherwise noted. Assignments received after this time will be penalized 40 percent if received within 24 hours of the due date. Assignments received more than 24 hours past the due date, will not receive any points or instructor comments.
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.)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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