



**Utah State University
Department of Special Education and Rehabilitation**

**REH6230 Syllabus
Introduction to Research in Rehabilitation Counseling (3 credit hours)
Fall 2019**

Assistant Professor: Kathleen (Kat) Marie Oertle, PhD, CRC, LVRC-Utah, CVT-retired

Office: Emma Eccles Jones Education Building, Room #316
Phone: (435) 797-3241
Email: Use Canvas for communications about class

Office Hours: Available in-person, by telephone or video conferencing on Wednesdays 1:00 PM to 3:00 PM (MT) or by appointment.

Course Prefix & Name REH6230: Introduction to Research in Rehabilitation Counseling

Semester/Year: Fall 2019

Course Location: Emma Eccles Jones College of Education and Human Services, Special Education and Rehabilitation (SPER) *Conference Room in EDUC 313C*, and use Canvas to enter the online classroom in Adobe Connect. Type your name in the box and enter as a guest.

Course Meeting: Wednesdays, 6:45 PM – 9:15 PM (Mountain Time, MT)

Credit Hours: 3

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 syllabus will be discussed in class and uploaded into CANVAS.

COURSE DESCRIPTION

The purpose of this course is to teach the rehabilitation counseling student the skills necessary to be a good consumer of rehabilitation research as well as introduce the knowledge and skills



required for effective research and evaluation practices in rehabilitation counseling which include the ability to locate, review, evaluate, and synthesize relevant literature; select, implement, and evaluate practices using research principles, design, and methods. Upon completion of this course, the successful student will possess foundational knowledge of the philosophy, science, and practice of research; and the specialized knowledge of the use of and issues related to research in rehabilitation.

STUDENT LEARNING OUTCOMES

[Utah State University \(USU\) IDEA Center](#) staff implement the USU course evaluation system which focuses on student learning objectives, see [Student FAQ Page](#)

IDEA Learning Objectives	Assessment Method	REH6230 Learning Outcomes
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	Clear, Muddiest, Utmost Question - Classroom Assessment Techniques (see Angelo, & Cross 1993) In-Class and Threaded Discussions Research Conceptualization Project - Paper and Presentation Assessment I & Assessment II Citi Training	Students will demonstrate understanding of research principles, generalizations, and theories (e.g., critique and synthesize research literature, explain theories and the relevance to practice, select evidence-based practices for implementation). Students will demonstrate their knowledge of ethical, legal, and cultural issues in research and program evaluation processes (e.g., discuss and identify human subjects' risks and benefits).
Acquiring skills in working with others as a member of a team	Threaded Discussions Research Conceptualization Project - Paper and Presentation Peer- and Self-Review Summary	Students will demonstrate their skills as a contributing team member in their participation and contributions to the discussion threads, class discussions, and in the development and completion of their research conceptualization project (i.e., presentation and paper).



IDEA Learning Objectives	Assessment Method	REH6230 Learning Outcomes
<p>Learning how to find, evaluate, and use resources to explore a topic in depth.</p>	<p>Clear, Muddiest, Utmost Question - Classroom Assessment Techniques (see Angelo, & Cross 1993)</p> <p>In-Class and Threaded Discussions</p> <p>Research Conceptualization Project - Paper and Presentation</p>	<p>Students will demonstrate the ability to locate and retrieve research to address questions regarding professional practice.</p> <p>Students will demonstrate the ability to review the literature, identify gaps, and recommend areas for future investigation.</p>

READINGS

Courses include extensive readings of book chapters from the required text and empirical articles and other readings. Readings on Canvas are downloaded from the course website. You are expected to complete *all readings* prior to the class period for which they are assigned, and be prepared to discuss the readings. Many readings are technical and could be challenging. You are expected to spend time readings and studying as necessary to understand the material. You can find tips for studying at the [Academic Success Center](#). If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958. For tips, and more see “[Canvas Orientation for Students](#)” and [search the Canvas Guide](#) to learn about interfacing in Canvas.

Required Textbooks and Readings:

1. Rumrill, P. D. &, Bellini, J. L. (2018). *Research in rehabilitation counseling: A guide to design, methodology, and utilization*. (3rd Ed.). Springfield, IL: Charles C. Thomas Publisher, LTD.
2. Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences*. (7th Ed.). New York, NY: Routledge, Publisher.
3. American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, D.C.
4. [CRCC Code of Ethics](#) (Section I: Research and Publication)
5. There are also required readings available on Canvas.



Resources – Short List

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 \(USU\)](#)

[USU Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Program Coordinator and Advisor kris.wengreen@usu.edu or 435-797-3246

[Student Wellness](#)

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 groups. CAPS is located on Logan campus in the Taggart Student Center Room 306 or can be reached by phone at 435-797-1012.

- [Health and Wellness Centers](#)
- Counseling Center - [Counseling and Psychological Services \(CAPS\)](#)
 - Mike Levin is conducting research on numerous websites and apps to provide mental health support
 - [Students desiring online mental health services can participate in his research](#)
- [Academic Success Center](#)
- [Disability Resource Center](#)
 - Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center (DRC), located in the Taggart Student Center, room 104, phone number 435-797-2444. In coordination with the DRC, reasonable accommodation will be provided for qualified students with disabilities. **Contact Dr. Oertle during the first week of class to inform her of your arrangements with the DRC, and to discuss**



accommodations you would like to use during her class, and other related items.

- Our subject librarian: [Teagan Eastman](#)
- Our class resources listed on Canvas.

General Course Policies

Distance learning presents some challenges for instructors and students. To maximize learning, students are expected to participate in a professional manner. You are expected to minimize distractions by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimize other Internet web pages. You are required use the raise hand feature on Adobe Connect to ask questions and dialogue. Students are also required to participate in group activities. During these discussions, students must use their microphone and video cameras. Please mute your microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed, as outlined in the [student code](#). You are expected to engage in reasonable and substantial preparation for coursework, to follow course and class guidelines as set forth in syllabus and as enunciated by the instructor, and to complete all academic exercises with integrity. All interactions shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the 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 disability, sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Share personal experiences in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are expected not to discuss personal accounts outside of the class setting.
4. Remember, cameras are required for full participation. Some instructors 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. For example,
 - a. Minimizing distractions by making arrangements for child care and/or pet care.
5. Assignments are due on the dates noted in this course syllabus. *There are no make-ups.*
6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set to vibrate. If you must attend to something other than class, leave and return quietly, with as little disruption as possible.
7. Please only use your laptop (or other devices/equipment) for class activities, during class.



8. There will be in-class activities. These activities will be described in more detail when they are assigned. You are expected to prepare by reading the assigned readings before the weekly class. *There are no make-up assignments.*

Professional Performance Standards

Developing a high degree of self-awareness is part of performing at your best. The following information is quoted from the USU Rehabilitation Counseling 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, according to the Code of Professional Ethics for Rehabilitation Counselors ([CRCC, 2017](#)):

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, 2017](#)). 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. Also, important is not making assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns.

Professional Writing: At graduate school, and as a professional, communicating clearly is expected with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. You may schedule an online sessions too. For assistance phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. Check out and use the [Writing Center](#).

Attendance: Students are expected to attend. 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

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. 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

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. Students with disabilities, including veterans, may be eligible for reasonable accommodations.

Emotional and Mental Wellbeing:

Life experiences may feel stressful, and adding graduate school to the experience may increase stressful feelings. Supporting students in all facets of life including their emotional well-being is part of the USU mission. As noted earlier, 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. Services you may access are:

- 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

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.

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 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.

Reminder - Additional Resources

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, Program Coordinator and Advisor kris.wengreen@usu.edu or 435-797-3246

Learning Activities and Assessments

1. **Preparation and Participation:** Attendance and participation are expected each week. You are expected to prepare each week by reading the assigned readings. Uploads and posts are expected to be completed as instructed. For class meetings, you are expected to be on-time, and stay for the entire class in Adobe Connect. *There are no make-ups.*

You are expected to master and apply the content of this course. The reading assignments, like most reading at the graduate level, can be described as intellectually challenging. Simply skimming the readings will not work. **Read each week** as discussions are designed with this expectation. As you read, **prepare by reflecting, and then writing**, your responses to these three guiding assessment questions:

1. What is clearest?
2. What is muddiest?
3. What question is utmost?

Classroom assessment techniques will be used based on these questions

Be prepared to share your responses



2. **Assessments** (100 points):
 - a. *Assessment I (50 points)*: This assessment is being used to collect data to measure your initial understanding. When you take the assessment, you will receive full credit (50 points) regardless of your score. You do not need to study and please do not look in your text, on the internet, or ask your colleagues for the answers. This assessment is simply to help understand, at the beginning of the class, your experience with research. NOTE: If you have limited or no research experience, you may find that you do not earn a high score, which is to be expected. Once you begin, you will have 3 hours to complete the assessment.
 - b. *Assessment II (50 points)*: This assessment is intended to measure your progress in this course. The questions on this assessment will mirror the questions from Assessment I. You can use your books and notes but you must complete the assessment independently. This exam will be given at the conclusion of this course during finals week. Once you begin, you will have 3 hours to complete the assessment. *The examination date is fixed and will not be altered.*
3. **Citi Ethics Training** (100 Points): Each student will complete and pass the [CITI Research Ethics Training HUMAN SUBJECTS RESEARCH \(HSR\) Basic Social-Behavioral-Educational \(SBE\) Modules](#). To complete it, follow the directions. For the purposes of this training you are considered a Student Researcher. This training is totally online so expect to read. You will need to save your Completion Report, and then, submit your report in Canvas. This assignment is to be completed before the third class meeting.
4. **Research Conceptualization: Critique and Synthesis** (400 points): You will be assigned to a group for this project. *Each group will work together on a specific topic of research in rehabilitation counseling selected from one of the following areas:* effectiveness, veterans/military transition, secondary transition, employment and career development, psychiatric rehabilitation services, assistive technologies, ethics in practice, or multicultural competencies. As part of the project, each member of the group is required to have *independently located* three articles from peer-reviewed journals that demonstrate various types of research (e.g., theory development, conceptualization, empirical such as quantitative, qualitative, mixed methods).

Together group members will construct a research conceptualization in which you critique and synthesis the literature to (a) describe a problem, (b) conceptualize/create a frame for what is known and unknown, (c) identify the ethical issues and research limitations, and (d) suggest field applications and future actions (solutions). Your group will do a 30 minute oral poster presentation (200 points), and submit a 9-12 page written



critique and synthesis (200 points). Guidelines for your group poster presentation and writing will be discussed in class, and are posted to Canvas. You will provide a self and peer review summary. Project groups begin Week 4. More details regarding the schedule, expectations, and criteria will be provided in class later in the semester, and are posted to Canvas, see assignments.

5. **Peer- and Self-Review Summary** (10 points): This is a graded assignment worth 0 or 10 points. To earn credit, you must fully complete the assignment as instructed.
 - a. In your review summary, you will independently respond to the following questions (Make sure to use observable/measurable examples in your responses, that you write in complete sentences, and that you respond in full):
 - i. Has everyone in your group earned the same grade?
 1. If so, why? or;
 2. If not, why not?
 - ii. How do you think your peers would describe your contributions?
 - iii. How would you describe your contribution strengths?
 - iv. How might you have improved given the chance to do it all again?
 - v. What do you want to add?
 - b. Your review summary is due Week 16. You will post it to Canvas.
 - c. Your feedback will be used to assess the quality of your peer's efforts in your group and your own. This feedback will be taken into consideration in the assessment of the score earned for the paper and poster presentation. Your group members will not know your comments regarding their efforts because the feedback will be concealed. Final project scores may be adjusted based on Dr. Oertle's data analysis and interpretation.
6. **Research Conceptualization Discussion Threads** (90 points): Three discussion threads (30 points each) will be launched throughout the semester where you will have an opportunity to post your thoughts, gain assistance, and provide assistance to your classmates. To complete the assignment, you will post a response to the discussion thread directive (as described on Canvas as part of the assignment) (10 points), ask for specific assistance or feedback or pose a question (10 points), and you must post feedback/assistance/response to address a minimum of one of your classmates' requests (10 points). Note: Make sure to spread the assistance around. When possible, pick someone to respond to who has not received assistance/response/feedback.

All student work submitted to fulfill the requirements of this course may be considered the property of USU and the Special Education and Rehabilitation department. As such this work



may be retained, displayed publically, and/or presented. Retention and display of student work is used to promote learning, demonstrate accomplishment, and evaluate quality over time.

Grading Guidelines & Policies

Course Assignments & Grading

Assignment	Points	Total Points
Assessment I & II	50 pts each	100
Discussion Threads (3)	30 pts each	90
Citi Ethics Training		100
Research Conceptualization Critique and Synthesis		400
Group Paper	200	
Group Presentation	200	
Peer- and Self-Review Summary		10
	Total Points	700

Grading Scale

Total Points = 700

<u>Percentage</u>	<u>Letter Grade</u>	<u>Max</u>	<u>Min</u>
0.94	A	700	658
0.90	A-	657	630
0.87	B+	629	609
0.84	B	608	588
0.80	B-	587	560
0.77	C+	559	539
0.74	C	538	518

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 USU, 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.

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](#).

Course Expectations

“Be Kinder than Necessary”

In meeting the academic and performance standards set forth in the USU Rehabilitation Counseling Education Program, students are expected to conduct themselves in an ethical, responsible, and professional manner at all times including in our classrooms. In all interactions,



you are expected to be professional. The expectation of professionalism includes using complete sentences and proper grammar in your written communications.

Aligned with the [CRCC Code of Professional Ethics for Rehabilitation Counselors](#), participants in this course are expected to function with a “fundamental spirit of caring and respect” and act under the guidelines of the six principles of ethical behavior:

- **Autonomy:** To respect the rights of individuals to be self-governing within their social and cultural framework.
 - Observable example applied to this class:
 - Using probing questions to understand underlying interests during discussions to respect diversity and different ways of knowing
- **Beneficence:** To do good to others; to promote well-being.
 - Observable example applied to this class:
 - Creating group roles and rules to defuse the intensity of emotions and to budget the time available to achieve the goals of the activity.
- **Fidelity:** To be faithful; to keep promises and honor the trust placed in you.
 - Observable example applied to this class:
 - Aligning your actions with expectations, completing assignments as instructed, and using assistance/resources when needed.
- **Justice:** To be fair in the treatment of all.
 - Observable example applied to this class:
 - Equitably and equivalently contributing by being prepared and engaging in class and within your group
- **Nonmaleficence:** To do no harm to others.
 - Observable example applied to this class:
 - Using active and open listening skills to promote safety, awareness, and steadiness during discussions rather than prejudging others.
- **Veracity:** To be honest.
 - Observable example applied to this class:



- Presenting your own original work with proper credit given to sources through use of citations and references.

Use People First Language

There has been much past debate and disagreement in rehabilitation as to how to address a person with a disability when reference to such is necessary. Currently the accepted practice, which emphasizes the person *as a person first and foremost*, appropriately is called "[Person-First Language](#)." When making reference to a person with a disability, we say just that, "he is a person with a disability" as opposed to "he is disabled." The variation may be subtle, but the first sentence states that *he is a person* first who just happens to have a disability. The second sentence states that he is disabled. Use of person/people first language is expected. More guidelines are below, and available on our class resources page.

- If the disability isn't germane to the story or conversation, don't mention it.
- Remember, a person who has a disability isn't necessarily chronically sick or unhealthy.
- When speaking about people with disabilities, portray them as they are in real life: as parents, employees, students, etc....
- Use adjectives that describe people, places, and things without stereotyping; some to try, 'laughable', 'ridiculous', or 'outrageous'. For more information, and additional words, see,
 - Klabusich (2016) "[Replace 'Crazy' with the Adjective You Actually Mean](#)"; and
 - "[Stop Saying Crazy](#)" by To Write Love on Her Arms.

Required Skills and Technology:

All students are required to come to class with the skills to operate their own equipment as no class time will be available for this activity. All students are required to have functioning equipment including software. Having the skills to operate your equipment and having functioning equipment are critical for participation and success. *Simply, your basic responsibilities are to have working equipment along with the proper software, and knowing how to operate both.* Do not plan on attending class through your cell phone or iPad (or similar modes). These devices will not work in this class.

Classroom Interactions

You are expected to raise your hand and use your microphone to communicate during class. You are also expected to use your video camera as instructed during class. For help with the tools for



interacting in class, see the file posted to Canvas titled, “Interacting in Class: Raise Your Hand, Speakers, Microphone, and Camera Operation Guide.”

For Assistance:

- **Test** your equipment, “Is your computer ready for Adobe Connect” and **Review** the “Interacting in Class: Raise Your Hand, Speakers, Microphone, and Camera Operation Guide” posted to Canvas.
- If you need assistance with the technology or you are having problems during class (e.g., mic, sound, picture, etc.), contact the [USU Service Desk](http://www.usu.edu/service-desk) at 877-878-8325 or 435-797-4357 (797-help) or [servicedesk@usu.edu](mailto: servicedesk@usu.edu) or Adobe Connect at 1-800-42-ADOBE.
Do not wait to call for help.
 - *When you call for help you will receive an incident report that documents the problem and what was done to resolve it. Save the incident report. We may ask for the report.*
 - *If you call for assistance, but the problem remains, you are expected to contact Dr. Oertle. Do not wait until the next class.*
- Read and use the “[Canvas Orientation for Students](#)” and [search the Canvas Guide](#) to learn about interfacing in Canvas. For more assistance, call the Canvas support line at 877-399-1958

NOTE: When experiencing an issue during class, often times, logging out and logging back in will take care of the problem. AND, the USU Service Desk can walk you through, and diagnose, most issues...so call for help!

The problem may be the browser you are using. For example, Chrome is incompatible with many of the functions of Adobe Connect so if you are experiencing problems during class try using another browser such as Explorer, Firefox, Safari, etc..... even if you use Chrome in all our other classes with no problems ever.

In sum, **issues with your equipment need to be remedied by you.** Do not hesitate to use the assistance available *as you will be instructed to leave class if you become disruptive to our learning community.*

Our Learning Community:

Come prepared, and bring your books to class.

- **Keep up** – read the assigned readings before coming to class, and complete all assignments and quizzes on time...this matters;
- **Show up** – participate in all classes...this matters too;



- **Speak up** – communicate respectfully, and ask for help when you need it. . . *in other words, your self-determined behaviors matter* 😊

In our instructional format, there can be many distractions to you and the class! These distractions can be managed if we work together. To do so, you must make sure that you are using a space with limited distractions (e.g., *private room*), and that you *instruct those around you to respect your classroom time by providing you with privacy*. If you must attend to something other than the class...do so with as minimal of a disruption to the class as possible.

In Sum, the USU Rehabilitation Counseling Education Program is a rigorous academic program that is ranked 15th in the nation [by the U.S. News and World Report](#). In order to maintain the rigor and quality, and to maximize learning, you are to:

- Be in class.
- Minimize outside distractions. This may include needing to find alternatives for daycare and pet care.
- Consider your attire and what is on camera behind and around you. There are times where your camera will be needed to fully participate.

You will need a quiet place to attend class in a location where you can maintain confidentiality. Do not rely on attending class at an internet café or public place where there is Wi-Fi. Do not login on your cell phone. Do not have guests in our classroom without prior approval. **Do so at the risk of being told to leave class.**

This is a Master's level course in our rehabilitation counseling education program. As a student in this course, you are expected to act, use language, and dress in a manner that specifies professionalism. **Working together, we can create and maintain a great learning community and environment.**

Communication technology is a useful and potentially life-enhancing tool. Yet, if there are no boundaries with its use, this technology can become all-consuming and diminish in value. Therefore, limits are necessary to maintain well-being. As a result, the instructor(s) will not always be able to:

1. Respond to email messages within the same day,
2. Respond to any email messages on Saturday or Sunday,
3. Answer the phone only because it is ringing, and
4. Answer the phone while already engaged in conversation with another.



Furthermore, as a strategy to support *your self-determined learning*, you may not receive a response to questions asked by email, during class, or by phone *if the answer to your question can be found on Canvas, in the syllabus, or was already discussed in a class.*

The standards, objectives, and expectations are nonnegotiable, and are part of the evaluation of student progress.

Course Schedule

The course schedule is displayed in weeks. Mapping the course schedule to your calendar is *highly recommended* so you can keep track of the dates that correspond to each week, and you can plan for and do what is expected. **Read before** you come to class as in-class discussions are designed with this expectation. As you read, **prepare for class by reflecting upon, and then writing** your responses to **these three guiding assessment questions:**

1. What is clearest?
2. What is muddiest?
3. What question is utmost?

Classroom assessment techniques will be used based on these questions

Be prepared to share your responses

1. Launching the Course

- a. *Class meeting in Adobe Connect*
 - i. *Assessment I*
 - ii. *CITI Training*
- b. Reading: None

2. Ethics, Guidelines, and Introduction to Research in Rehabilitation Counseling

- a. *No Class Meeting - Read, Review Class Recording, and Assessment I - due*
- b. Reading:
 - i. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
 1. Chapters 1 and 4
 - ii. [CRCC Code of Ethics](#)
 1. Section I Research and Publication
 - iii. Assigned articles posted to Canvas
 1. Olney, M., Strohmer, D., & Kennedy, J. (2002). Why research matters: Forging a reciprocal relationship between the researcher and practitioner, *Rehabilitation Counseling Bulletin*, 46(1), 2-4.
 - iv. Highly Recommended Reading:
 1. Fulton, C. L., & Cashwell, C. S. (2015). Mindfulness-based awareness and compassion: Predictors of counselor empathy and



anxiety. *Counselor Education & Supervision*, 54, 122-133. doi:
10.1002/ceas.12009.

3. Writing, Types of Articles, and the Research Process

- a. *No Class Meeting – Read, Review Class Recording, and CITI Certification Training Due*
- b. Reading:
 - i. Publication Manual of the American Psychological Association (6th Ed.).
 1. Chapter 1 and Chapter 6.1 – 6.10
 - ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
 1. Chapter 2
 - iii. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences.
 1. Chapter 1

4. Article Anatomy and Guidelines for Critiques

- a. *Class meeting in Adobe Connect, and Post - Discussion Thread 1 Available; and Do Avoiding Plagiarism Module*
- b. Reading:
 - i. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences.
 1. Chapter 5
 - ii. Publication Manual of the American Psychological Association (6th Ed.).
 1. Chapter 2
 - iii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
 1. Chapter 9
 - iv. Assigned articles posted to Canvas
 1. Chan, F., Bezyak, J., Romero Ramirez, M., Chiu, C.-Y., Sung, C., & Fujikawa, M. (2010). Concepts, challenges, barriers, and opportunities related to evidence-based practice in rehabilitation counseling. *Rehabilitation Education*, 24, 179–190.

5. Accessing and Understanding the Literature

- a. *Class meeting in Adobe Connect, Upload Keywords and Initial Search Results, and Post before class - Discussion Thread 1 Closes*
- b. Reading:



- i. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences.
 1. Chapters 3 and 4
- ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
 1. Chapter 8
- iii. Publication Manual of the American Psychological Association (6th Ed.).
 1. Chapter 8 and the Appendix

6. Introduction to Quantitative Research Methods

- a. *Class meeting in Adobe Connect*
- b. *Group Check Point 1*
 - i. *Rules, Roles, Keywords, Problem Identified and Described, and 1 – 3 Research Questions*
- c. Reading:
 - i. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences.
 1. Chapter 6
 - ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
 1. Chapters 5 and 6
 - iii. Assigned article posted to Canvas
 1. Plotner, A. J., Trach, J. S., Oertle, K. M., & Fleming, A. R. (2014). Differences in service delivery between transition VR counselors and general VR counselors. *Rehabilitation Counseling Bulletin*, 57(2), 109–115. <http://doi.org/10.1177/0034355213499075>

7. Introduction to Qualitative Research Methods

- a. *No Class Meeting - Read, Review Class Recording, Upload Three Articles, and Post - Discussion Thread 2 Available*
- b. Reading:
 - i. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences.
 1. Chapter 7
 - ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
 1. Chapter 7



- iii. Assigned article posted to Canvas
 - 1. Agarwal, N., Moya, E. M., Yasui, N. Y., & Seymour, C. (2015). Participatory action research with college students with disabilities: Photovoice for an inclusive campus. *Journal of Postsecondary Education and Disability*, 28(2), 243–250.
 - 2. Louw, J. S., Austin, B. S., Rak, E., & Barnes, E. (2015). Master's students' rehabilitation counselor identity formation: A descriptive study. *Rehabilitation, Research, Policy, and Education*, 29, 302-319.
- iv. Highly recommended reading:
 - 1. Koch, L. C., Niesz, T., McCarthy, H. (2014). Understanding and reporting qualitative research: An analytical review and recommendations for submitting authors. *Rehabilitation Counseling Bulletin*, 57, 131-143. doi: 10.1177/0034355213502549
 - 2. Butterworth, J., Fesko, S. L., & Ma, V. (2000). Because it was the right thing to do: Changeover from facility based services to community employment. *Journal of Vocational Rehabilitation*, 14(1), 23–35.

8. Promising/Emerging, Best, and Evidence-Based Practices

- a. *No Class Meeting - Read, Review Class Recording, and Post - Discussion Thread Closes*
- b. *Group Check Point 2*
 - i. *Identified three articles each (minimum); Each article: read, summarized, annotated, and anatomy outlined; Shared and Discussed with group; Organized literature and Created draft table; Identify and Describe your conceptual framework; Describe the problem and importance, Identify more papers, if needed; and Created detailed outline for paper by beginning to synthesize your papers.*
- c. Reading:
 - i. Assigned articles posted to Canvas
 - 1. Fleming, A. R., Del Valle, R., Kim, M., & Leahy, M. J. (2013). Best practice models of effective vocational rehabilitation service delivery in the public rehabilitation program: A review and synthesis of the empirical literature. *Rehabilitation Counseling Bulletin*, 56(3), 146–159. doi: 10.1177/0034355212459661



2. Mazzotti, V. L., & Plotner, A. J. (2016). Implementing secondary transition evidence-based practices: A multi-state survey of transition service providers. *Career Development and Transition for Exceptional Individuals*, 39(1), 12–22.
doi:10.1177/2165143414544360
3. Wehman et al., (2018). Toward competitive employment of 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*, [online first], 1-14.
doi: 10.1177/154079618777730
- ii. Highly recommended reading:
 1. Riesen, T., Morgan, R. L., & Griffin, C. (2015). Customized employment: A review of the literature. *Journal of Vocational Rehabilitation*, 43(3), 183–193. doi: 10.3233/JVR-150768
 2. Pruett, S. R., Swett, D. A., Chan, F., Rosenthal, D. A., & Lee, G. K. (2008). Empirical evidence supporting the effectiveness of vocation rehabilitation. *Journal Rehabilitation*, 74(1), 56-63.
 3. Test, D. W., & Cease-Cook, J. (2012). Evidence-based secondary transition practices for rehabilitation counselors, *Journal of Rehabilitation*, 78, 30-38.

9. Introduction to Mixed Methods Research

- a. *Class meeting in Adobe Connect*
- b. *Group Check Point 3*
 - i. *Described potential ethical issues and limitations of the research you are reviewing; Revised drafts; Identify more paper as needed; Describe your conclusions; Begin to create your presentation*
- c. Reading:
 - i. Mixed Methods reading to posted to Canvas
 1. The nature and design of mixed methods research. In Creswell JW, Klassen AC, Plano Clark VL, Smith KC for the Office of Behavioral and Social Sciences Research. *Best Practices for Mixed Methods Research in the Health Sciences* (pp. 4-10). August 2011. National Institutes of Health. Retrieved from http://obssr.od.nih.gov/mixed_methods_research



2. Greene, J. C. (2005). The generative potential of mixed methods inquiry, *International Journal of Research & Method in Education*, 28, 207-211. doi: 10.1080/01406720500256293
3. Ponterotto, J. G., Mathew, J. T., & Raughley, B. (2013). The value of mixed methods designs to social justice research in counseling and psychology. *Journal of Social Action in Counseling and Psychology*, 5, 42-68.
- ii. Assigned article posted to Canvas
 1. Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Liu, R. Y. (2015). Known for my strengths: Positive traits of transition-age youth with Intellectual Disability and/or Autism. *Research and Practice for Persons with Severe Disabilities*, 40(2), 101–119.
<http://doi.org/10.1177/1540796915592158>

10. Analysis and Interpretation

- a. *No Class Meeting - Read, Review Class Recording, and Post - Discussion Thread 3 Available*
- b. Reading:
 - i. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences.
 1. Chapter 9
 - ii. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
 2. Chapter 3
 - iii. Assigned readings posted to Canvas
 3. Caracelli, V. J., & Greene, J. C. (1993). Data analysis strategies for mixed-methods evaluation designs. *Educational Evaluation and Policy Analysis*, 15, 195-207.
 4. Kawulich, B. B. (2004). Data analysis techniques in qualitative research. *Journal of Research in Education*, 8, 96-113.

11. Program Evaluation

- a. *Class meeting in Adobe Connect, and Post - Discussion Thread 3 Closes*
- b. Reading:
 - i. Assigned readings posted to Canvas



1. Rumrill, P., Elias, E., Hendricks, D. J., Jacobs, K., Leopold, A., Nardone, A., ... McMahon, B. T. (2016). Promoting cognitive support technology use and employment success among postsecondary students with traumatic brain injuries. *Journal of Vocational Rehabilitation, 45*(1), 53–61.
<http://doi.org/10.3233/JVR-160810>
2. Wilcox, D. A., Dowrick, P. W., & Ward, K. M. (2001). Effectiveness of a model for training direct service personnel in rural and remote locations. *Journal of Intellectual and Developmental Disability, 26*(4), 311–323. doi: 10.1080/13668250120087326
3. Jorgensen-Smith, T., & Lewis, S. (2004). Meeting the challenge: Innovation in one state rehabilitation system's approach to transition. *Journal of Visual Impairment and Blindness, 212*–227.

12. Research in Rehabilitation Counseling Now and Beyond

- a. *Class meeting in Adobe Connect*
- b. *Group Check Point 4 – Revised drafts with conclusions and reviewed the strengths and weakness of the research, and reviewed the instructions and guidelines*
- c. Reading:
 - i. Research in Rehabilitation Counseling: A Guide to Design, Methodology, And Utilization
 1. Chapter 10

13. Reporting: Poster Presentations

- a. *Class meeting in Adobe Connect, and Your Presentations (groups presenting upload presentation on Tuesday by 5pm MT), and Post Research Conceptualization Project final presentation on Canvas by 11:59pm*
- b. Reading: None

14. No Class Meeting – Thanksgiving Break

15. Reporting: Poster Presentations and Wrapping-Up

- a. *Class meeting in Adobe Connect, Your Presentations (groups presenting upload presentation on Tuesday by 5pm MT), and Post Research Conceptualization Project final presentation on Canvas by 11:59pm*
- b. Reading: None

16. Final Week – No Class Meeting

- a. *Post final papers, due to Canvas;*



- b. *Post Peer- and Self-Review Summary, due on Canvas;*
- c. *Take Assessment II (available on Canvas from 12:00am to 11:59pm)*

STANDARDS AND STUDENT LEARNING OUTCOMES

The Council on Rehabilitation Education (CORE), which began in 1972 the formal process of accreditation of rehabilitation counseling education program curriculum (Geist, 1984; Shaw & Kuehn, 2009), was merged with the Council of Accreditation of Counseling and Related Educational Programs (CACREP) on July 1, 2017. Members of CORE and CACREP worked together to develop the [2016 CACREP standards](#).

The CACREP Standards Aligned with This Course

REHABILITATION COUNSELING SPECIFIC STANDARDS

1. FOUNDATIONS

- a. theories, models, and interventions related to rehabilitation counseling
 - i. covered Weeks 2, 3, 6, 9, 10, 11, 12, 13

2. CONTEXTUAL DIMENSIONS

- e. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
 - i. covered Weeks 1, 2, 4, 5, 10, 11, 12, 13
- m. advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation
 - i. covered Weeks 1, 2, 3
- q. legal and ethical aspects of rehabilitation counseling, including ethical decision-making models
 - i. covered Weeks 1, 2, 3, 4

3. PRACTICE

- d. understanding and use of resources for research and evidence-based practices applicable to rehabilitation settings
 - i. covered Weeks 6, 7, 8, 9, 10, 11, 12, 13
- g. advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers
 - i. covered Weeks 1 – 13, 15, and 16

GENERAL STANDARDS

- 1. PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE (Covered Weeks 1 - 12)
 - a. history and philosophy of the counseling profession and its specialty areas
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care



- systems, including interagency and inter-organizational collaboration and consultation
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
 - k. strategies for personal and professional self-evaluation and implications for practice
 - l. self-care strategies appropriate to the counselor role
2. SOCIAL & CULTURAL DIVERSITY (Covered Weeks 1, 2, 3, 8, 9, 11, 12)
 - d. the effects of power and privilege for counselors and clients
 - f. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
 3. HUMAN GROWTH & DEVELOPMENT (Covered Weeks 1, 2, 3, 8, 9, 11, 12)
 - f. systemic and environmental factors that affect human development, functioning, and behavior
 - h. a general framework for understanding differing abilities and strategies for differentiated interventions
 - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
 4. COUNSELING & HELPING RELATIONSHIPS (Covered Weeks 2, 3, 8, 9, 11, 12)
 - b. a systems approach to conceptualizing clients
 - h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence-based counseling strategies and techniques for prevention and intervention
 7. ASSESSMENT & TESTING (Covered Weeks 1, 2, 3, 6, 8)
 - a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
 - e. use of assessments for diagnostic and intervention planning purposes
 - f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
 - h. reliability and validity in the use of assessments
 - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
 8. RESEARCH & PROGRAM EVALUATION (Covered Weeks 1-12)
 - a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice



- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation