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

**REH6500 Syllabus
Fundamental Skills in Transition Services (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 REH6500: Fundamental Skills in Transition
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, 4:00 PM – 6:30 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
Upon completion of this course, the successful student will possess foundational knowledge of the philosophies, science, models, and practices of serving transition-age secondary students and

youth with disabilities and their families; and the specialized knowledge of the role of rehabilitation counselors in the planning and service delivery in pre-employment transition and transition services.

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 Center Learning Objectives	Assessment Method	REH Course 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, Threaded, and Q & A Discussions Reflection Paper and Presentation Final Examination	Students will demonstrate their knowledge of related terminology.
Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course	Clear, Muddiest, Utmost Question - Classroom Assessment Techniques (see Angelo, & Cross 1993)	Students will demonstrate their understanding of the underlying philosophies, principles, and assumptions associated with effective transition practices. Students will demonstrate understanding of the role of vocational rehabilitation in using evidence-based secondary transition practices.

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	In-Class, Threaded, and Q & A Discussions	
	Reflection Paper and Presentation	
	Final Examination	
Developing ethical reasoning and/or ethical decision making.	Clear, Muddiest, Utmost Question - Classroom Assessment Techniques (see Angelo, & Cross 1993) In-Class, Threaded, and Q & A Discussions Reflection Paper and Presentation Final Examination	Students will demonstrate the ability to identify aligned and conflicting values and beliefs as well as ethical and legal issues that arise in secondary transition services delivery.

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 Textbook:
1. Flexer, Baer, Luft, & Simmons (2013). *Transition planning for secondary students with disabilities. (4th Ed.)*. Boston, MA: Pearson Education, Inc.

2. Assigned readings that are 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.

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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),

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located in the Taggert 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

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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.

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

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3. What question is utmost?

Classroom assessment techniques will be used based on these questions

Be prepared to share your responses

2. **Three Discussion Threads**: *(20 points each):* Class discussions will be supplemented by Canvas discussion threads. The discussion threads will be guided by study questions derived from the required readings for class discussions. These threads will be open on Canvas three times during the semester, see course schedule. Although your post should be in your own words, you are to use the textbook, the other readings, and class materials to support your post. Make sure to cite any sources you may use. More details and instructions will be provided when assigned.

3. **Two Q & A Discussions:** *(10 points each):* Two times during the semester, you will post a question based on your thoughts about "What is muddiest?" and/or "What question is utmost?" You are expected to include a description/background information for the content of your post that is relevant to the scope of this course. Also, you are expected to answer one, or more, of your classmates' posts using "What is clearest?" to contribute to a shared learning process, see course schedule. Although your post should be in your own words, you are to use the textbook, the other readings, and class materials to support your post. Make sure to cite any sources you may use. More details and instructions will be provided when assigned.

4. **Reflection:** *Paper (50 points) and Presentation (50 points)***:**
   a. Background
       i. Through routine and purposeful reflections you can increase your ability to pay attention so that you may make more informed choices and take more intentional actions. With expanded awareness, thinking becomes more flexible so that focus on the problems may change to focus on the possibilities and solutions. In other words, awareness, thinking, and actions are fluid. Thinking and actions are points of power that can be used (or not) to achieve aspirations (i.e., outcomes) (see Martin, 2005). Pairing reflection and goal writing are effective methods for professional learning and improving practices (see Brown, Leonard, & Arthur-Kelly, 2016; Rehabilitation Research and Training Center on Evidence-Based Practices in Vocational Rehabilitation, [RRTC EBP VR Toolkit] 2016). You are expected to apply the course content in your reflective essay and presentation.

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   b.   Purpose

      i.   You are expected to use reflection to examine your own perceptions of the laws, theories, models, and practices associated with rehabilitation counseling and transitioning youth and students with disabilities and their families. The purpose of this exercise is for you to analyze what you have learned as a result of taking this course. Your primary goal is to reflect on your thinking, attitudes, and behaviors. The intention in having you write this essay is to promote your awareness of how your attitudes and perceptions can (and should) change – or at least be better informed – as you gain more knowledge and information.

   c.   Context and Content Expectations

      i.   In your self-reflection paper (40 pts), you are expected to express the effects of the course materials and experiences on your thinking, and ultimately, on your practice.

         1.   You are expected to integrate the

            a.   domains of the Vocational Rehabilitation Secondary Transition Model; and

            b.   Guideposts for Success

         2.   You are expected to include the major components of: (a) assessment, (b) planning, (c) service provisions, and (d) outcomes in the delivery and evaluation of pre-employment transition services and transition services.

         3.   You are expected to describe and discuss supporting decision-making and informed choices among aligned and conflicting beliefs and values within the legal and ethical guidelines

      ii.   You are expected to discuss your SMART(ER) Goal (7 pts) and logic modeling (3 pts)

         1.   What is/was your goal and logic model targets, actions, the results, and your next steps?

   d.   Requirements for Format and Content

      i.   Your essay must include some sort of introduction, body, and conclusion. In both the introduction and conclusions, you must clearly state your basic theme, around which your paper will focus. NOTE: Introductions and conclusions are often the most challenging parts of a paper. A conclusion should NOT merely repeat what you said in the body or what you stated in the introduction. Instead, the conclusion should be more reflective and

thoughtful regarding the issues that you have covered, allowing you to sum up your thoughts along with the purpose of your paper.

ii. Your paper should be in APA format. You are to include a title page and references. However, you are to write in first person.

iii. Your paper should be between five and six pages in length, not including title page, references, or other materials. Any essay that is too long or too short will have points deducted.

iv. Your paper must be typed, double-spaced, with 12-point font size. Margins should be no greater than or smaller than one inch on sides, top, and bottom.

v. Use plenty of examples to illustrate your statements and opinions. These examples should be relevant to our a) in-class lectures and discussions, b) guest speakers, and c) readings/materials/resources.

vi. Somehow, be sure to compare your current opinions and sentiments with those prior to taking this course.

vii. Your writing must be polished! That means complete sentences, organized thoughts, decent paragraphing, minimal typos and spelling errors, and decent grammar. I suggest that you proof read, and have someone else read your paper to be sure that it makes sense and is well organized and written, see the Writing Center.

e. Guiding Questions

I expect that this essay will represent your own personal attitudes, perceptions and interests. Therefore, each of you will focus on different issues and aspects. However, I present some guiding questions here so that you have a place to start. You do not need to answer all of these questions – you will not have space for all of the responses. However, you should consider these questions first, and then, decide which you may wish to emphasize.

i. If you were asked to describe transition now, how would your description be different, or similar to what you thought before taking this course? Why?

ii. How have your perceptions changed (or not changed) about who "youth" and "students" with disabilities in transition are?

iii. What does it mean to have "integrated" and/or "inclusive" transition outcomes based on what you have learned?

iv. How have your opinions changed (or remained the same) about the role of rehabilitation counselors/professionals in facilitating the transition outcomes of youth and students with disabilities?

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      v.   What aspects of transition have surprised you, or interested you, the most? Why?

     vi.   How did your SMARTER goal evolve, and how did your understanding of SMARTER goals change (or not change)?

    vii. How did your logic model change, and how did your understanding of logic modeling change (or not change)?

   viii. Do you feel that you have a more thorough, or different, understanding of the way transition "works"? How so? Why or why not?

     ix. Why is it important to understand the individual within their family and community?

      x. How have your thoughts and perceptions changed (or not changed) about transition outcomes?

     xi. What have you learned about yourself and how might this influence you as a rehabilitation counselor and professional?

f. Project Poster Presentation (50 points)

      i. You are expected to do a 15-minute presentation. Use the template posted to Canvas to guide the creation of your poster presentation. Think of this as a presentation in which you highlight of your discoveries and reflections. You should include an introduction and your conclusions too.

g. Summary Instructions and Resources

      i. See assignments on Canvas. You are expected to submit your assignment on Canvas.

     ii. Content will be covered throughout this semester. Some specific readings and resources that may be useful reviewing: for Guideposts for Success, see NCWDY, 2005; Guideposts for Success 2.0, see NCWDY, 2019; for Vocational Rehabilitation Secondary Transition Model see, Plotner, Oertle, & Kumpiene, 2015; Plotner, Trach, Oertle, & Fleming, 2015; and Plotner, Trach, & Strauser, 2012) and (b) the mandates of the amended Rehabilitation Act of 1973 in the Workforce Innovation and Opportunity Act (2014) and the Rehabilitation Services Administration regulations (2016).

    iii. You will upload your paper (5-6 pages) to Canvas and you will present your final paper as a poster (15 minute presentation) during the last weeks of class. The presentation schedule will be announced later in the semester and will be posted to Canvas with plenty of notice. For more details, see instructions, and ask questions during class and office hours.

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5. **Final Examination** *(20 points):* This assessment is intended to measure your progress in this course. You will take a comprehensive final examination at the end of the course. Questions on the examination will be drawn from the readings and lecture material. You may use the textbook and the other readings. You will have a 3 hour time limit once you begin. Collaboration of any kind is strictly forbidden. This is not a group project. This examination will be given at the conclusion of this course during finals week. This is fixed and will not be altered.

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
Discussion Threads (3)	20 pts each	60
Q & A Discussion (2)	10 pts each	20
Reflection		
Paper		50
Self-Reflection	40 pts	
SMART(ER) Goal	7 pts	
Logic Model	3 pts	
Presentation		50
Final Examination		20
	Total Points	200

Grading Scale

Total Points = 200

Percentage	Letter Grade	Max	Min
0.94	A	200	188
0.90	A-	187	180
0.87	B+	179	174
0.84	B	173	168
0.80	B-	167	160
0.77	C+	159	154
0.74	C	153	148

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:
        - Adhering to the program standards and class expectations to contribute to our learning community in support of achieving the learning objectives and outcomes.
- 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:

- Coming prepared to class so your contributions are equitable and equivalent to your classmates' contributions.
- 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 at 877-878-8325 or 435-797-4357 (797-help) or servicedesk@usu.edu or Adobe Connect at 1-800-42-ADOBE. *Do not wait to call for help.*

    o *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.
    o 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.**

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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**

All readings are from Flexer et al. (2013) unless listed otherwise.

1. **Launching the Course**
   a. *Class meeting in Adobe Connect*
   b. Reading: None
2. **Frameworks and Models**
   a. *No Class Meeting - Read, Review Class Recording, and Post - Q & A Opens*
   b. Reading:
      i. Chapter 1
      ii. Posted to Canvas:

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1. Arnett (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55,* 469-480.
2. Kohler, P. D., Gothberg, J. E., Fowler, C., & Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs.* Western Michigan University.
3. RRCEP-CRP Region III (1996) Career development for people with disabilities: Meeting the challenge.

   iii. Highly Recommended Reading:

1. Will, M. (1983). *Programming for the transition of youth with disabilities: Bridges from school to working life.* U.S. Department of Education.
2. Will, M. (1984). Bridges from school to working life. *Interchange, 20(5),* 2–6.
3. Will, M. C. (1986). Educating children with learning problems: A shared responsibility. *Exceptional Children, 52(5),* 411–415.
4. Halpern, A. S. (1985). Transition: A look at the foundations. *Exceptional Children, 51(6),* 479–486.
5. Halpern, A. S. (1992). *Transition: Old wine in new bottles.* In proceedings of the 1st annual conference: Transition I in Alabama: A profile of commitment. Auburn, AL: Department of Rehabilitation and Special Education, Auburn University.

3. **Legislation, Regulations, Guidelines and Rehabilitation Counseling Models**
   a. *No Class Meeting – Read, Review Class Recording, and Post - Q & A Closes*
   b. Reading:
      i. Chapter 2
      ii. Posted to Canvas:

1. Guideposts for Success 2005; Guideposts for Success 2.0, 2019
2. Plotner, A. J., Trach, J. S., & Strauser, D. R. (2012). Vocational rehabilitation counselors' identified transition competencies: Perceived importance, frequency, and preparedness. *Rehabilitation Counseling Bulletin, 55(3),* 135–143. doi: 10.1177/0034355211427950
3. Swenson, S., LaBreck, J. L., & Ryder, R. E. (2017). *A transition guide to postsecondary education and employment for students and*

youth with disabilities. Office of Special Education and Rehabilitative Services (OSERS). United States Department of Education (DOE). Retrieved from www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf

    4. Rehabilitation Services Administration (2016). Regulations implementing the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act, Regional Training Series.

  iii. Highly Recommended Reading:

    1. Morningstar, M. E., Lombardi, A., & Test, D. (2018). Including college and career readiness within a multitiered systems of support framework. *AERA Open, 4(1),* 1-11. doi: 10.1177/2332858418761880

    2. Miller, R., Sevak, P., & Honeycutt, T. (2018). State vocational rehabilitation agencies' early implementation experiences with pre-employment transition services (Brief). VR and Youth Rehabilitation Research & Training Center.

4. **Multicultural Dynamics and Practices and Involving Parents/Families**

  a. *Class meeting in Adobe Connect, and Post - Discussion Thread 1 Available*

  b. Reading:

    i. Chapter 3

    ii. Posted to Canvas:

      1. Anderson, C. B., & Smart, J. F. (2010). Improving transition outcomes for culturally and linguistically diverse VR customers. *Journal of Applied Rehabilitation Counseling, 41(4),* 3–10.

      2. Gothberg, J. E., Greene, G., & Kohler, P. D. (2018). District implementation of research-based practices for transition planning with culturally and linguistically diverse youth with disabilities and their families. *Career Development and Transition for Exceptional Individuals,* online first, 1–10. doi: 10.1177/2165143418762794

      3. Pleet-Odle, A., Aspel, N., Leuchovius, D., Roy, S., Hawkins, C., Jennings, D., … Test, D. W. (2016). Promoting high expectations for postschool success by family members: A "to-do" list for professionals. *Career Development and Transition for Exceptional Individuals, 39(4),* 249–255. doi.org: 10.1177/2165143416665574

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5. **Career Development Theories**
   a. *Class meeting in Adobe Connect, and Post before class - Discussion Thread 1 Closes*
   b. Reading:
      i. Chapter 4
      ii. Posted to Canvas:
         1. Hagner, D., McGahie, K., & Cloutier, H. (2001). A model career assistance process for individuals with severe disabilities. *Journal of Employment Counseling, 38,* 197-206.
         2. Koch, L. C. (2000). Career development interventions for transition-age youths with disabilities. *Work: A Journal of Prevention, Assessment and Rehabilitation, 14*, 3–11.
         3. Oertle, K. M., & O'Leary, S. (2017). The importance of career development in constructing vocational rehabilitation transition policies and practices. *Journal of Vocational Rehabilitation, 46(3)*, 407–423. doi: 10.3233/JVR-170877

6. **Transition Assessment Process**
   a. *Class meeting in Adobe Connect*
   b. Reading:
      i. Chapter 5
      ii. Posted to Canvas:
         1. Castiglione, S., Ashley, J. M., Hamilton, M., Leconte, P. J., McConnel, J., O'Brien, M., … Uliana, D. (2010). VECAP white paper on "Functional Vocational Evaluation (in support of requirements in IDEIA). *Vocational Evaluation and Career Assessment Professionals Journal,* 49–58.
         2. Condon, E., & Callahan, M. (2008). Individualized career planning for students with significant support needs utilizing the Discovery and Vocational Profile process, cross-agency collaborative funding and Social Security Work Incentives. *Journal of Vocational Rehabilitation, 28,* 85–96.
         3. Stevenson, B. S., & Fowler, C. H. (2015). Collaborative assessments for employment planning: Transition assessment and the discovery process. *Career Development and Transition for Exceptional Individuals,* online first, 1-6. doi: 10.1177/2165143415619151

iii. Highly Recommended Reading:

1. Smith, F. G., Leconte, P., & Vitelle, E. (2012). The VECAP position paper on universal design for learning for career assessment and vocational evaluation. *Vocational Evaluation and Career Assessment Journal, 8*(1), 13-26.

2. Kittelman, A., Bromley, K. W., & Mazzotti, V. L. (2016). Functional behavioral assessments and behavior support plans for work-based learning. *Career Development and Transition for Exceptional Individuals, 39(2),* 121–127. doi: 10.1177/2165143416633682

3. National Technical Assistance Center on Transition (2016). *Age Appropriate Transition Assessment Toolkit Fourth Edition.* University of North Carolina at Charlotte. Original by NSTTAC and A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L. Bethune. Update by C. H. Fowler & M. Terrell.

7. **Developing Postsecondary Goals**
   a. *No Class Meeting - Read, Review Class Recording, Upload Your SMARTER goal and Post - Discussion Thread 2 Available*
   b. Reading:
      i. Chapter 6
      ii. Posted to Canvas:
         1. Luecking, D. M., & Luecking, R. G. (2013). Translating research into a seamless transition Model. *Career Development and Transition for Exceptional Individuals,* online first, 1–10. doi:10.1177/2165143413508978
         2. Brown, G., Leonard, C., & Arthur-Kelly, M. (2016). Writing SMARTER goals for professional learning and improving classroom practices. *Reflective Practice,17,* 621-635, doi:10.108-/14623943.2016.1187120

8. **Developing Courses of Study**
   a. *No Class Meeting - Read, Review Class Recording, and Post - Discussion Thread Closes*
   b. Reading:
      i. Chapter 7
      ii. Posted to Canvas:

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1. Kalchik, S., & Oertle, K. M. (2011). The relationship of individual career plans to programs of study and career pathways. *Transition Highlights, (3),* 2–16.
2. LeConte, P. J. (2006). The Evolution of Career, Vocational, and Transition Assessment: Implications for the Summary of Performance. *Career Development for Exceptional Individuals, 29(2),* 114–124.
3. Dougherty, S. M., Grindal, T., & Hehir, T. (2018). The impact of career and technical education on students with disabilities. *Journal of Disability Policy Studies,* (online first) 1–11. doi: 10.1177/1044207318771673
4. Park, J., & Bouck, E. (2018). In-school service predictors of employment for individuals with intellectual disability. *Research in Developmental Disabilities, 77,* 68–75. doi: 10.1016/j.ridd.2018.03.014

9. **Transition Planning**
   a. *Class meeting in Adobe Connect, and Upload Your Logic Model*
   b. Reading:
      i. Chapter 9
      ii. Posted to Canvas:
          1. Kochhar-Bryant, C., & Izzo, M. V. (2006). Access to post-high school services: Transition assessment and the summary of performance. *Career Development for Exceptional Individuals, 29(2),* 70–89.
          2. Kellogg Logic Models
          3. Plotner, A. J., Oertle, K. M., & Kumpiene, G. (2015). Secondary transition planning and services for state/federal vocational rehabilitation counselors. In *Directions in Rehabilitation Counseling* (Vol. 25, pp. 225–240). Hatherleigh.
          4. Steere, D., & DiPipi-Hoy, C. (2013). Coordination in transition planning: The IEP/IPE interface. *Journal of Applied Rehabilitation Counseling, 44(1),* 4–11.

10. **Independent Living and Community Participation**
    a. *No Class Meeting - Read, Review Class Recording, and Post - Discussion Thread 3 Available*
    a. Reading:

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      i.   Chapter 13

     ii.   Posted to Canvas:

         1. Wehmeyer, M. L., & Gragoudas, S. (2004). Centers for independent living and transition-age youth: Empowerment and self-determination. Journal of Vocational Rehabilitation, 20(1), 53–58.

         2. Plotner, A. J., Oertle, K. M., Reed, G. J., Tissot, K., & Kumpiene, G. (2017). Centers for Independent Living and their involvement with transition-age youth with disabilities. Journal of Vocational Rehabilitation, 46(1), 39–48. doi: 10.3233/JVR-160841

   iii.   Highly Recommended Reading:

         1. Wilson, K. E. (1998). Centers for independent living in support of transition. Focus on Autism and Other Developmental Disabilities, 13(4), 246–252.

11. Collaborative and Coordinating Transition Services

    a.   *Class meeting in Adobe Connect, and Post - Discussion Thread 3 Closes*

    b.   Reading:

      i.   Chapters 8 & 10

     ii.   Posted to Canvas:

         1. Test, D. W., & Cease-Cook, J. (2012). Evidence-based secondary transition practices for rehabilitation counselors. *Journal of Rehabilitation, 78(2)*, 30–38.

   iii.   Highly Recommended Reading:

         1. Introduction to Formal Interagency Agreements

         2. WINTAC – NTACT Interagency Agreement Toolkit Guide

         3. CIRCLES Handbook

         4. Oertle, K. M., & Trach, J. S. (2007). Interagency collaboration: The importance of rehabilitation professionals' involvement in transition. *Journal of Rehabilitation, 73(3),* 36–44.

         5. Povenmire-Kirk et al., (2018). CIRCLES: Building an interagency network for transition planning. *Journal of Vocational Rehabilitation, 49,* 45-57. doi: 10.3233/JVR-180953

         6. State Example Template

12. Postsecondary Education

    a.   *Class meeting in Adobe Connect*

    b.   Reading:

    i. Posted to Canvas:
1. Lindsay, S., Duncanson, M., Niles-Campbell, N., McDougall, C., Diederichs, S., & Menna-Dack, D. (2018). Applying an ecological framework to understand transition pathways to post-secondary education for youth with physical disabilities. *Disability and Rehabilitation, 40(3)*, 277–286. doi: 10.1080/09638288.2016.1250171
2. Fleming, A. R., & Fairweather, J. S. (2011). The role of postsecondary education in the path from high school to work for youth with disabilities. *Rehabilitation Counseling Bulletin, 55(2),* 71–81. doi: 10.1177/0034355211423303
3. Montana Pre-Employment Transition Services (Pre-ETS) Technical Assistance Center (TAC) (2017). Preparing Students with Disabilities for Careers and College Through the Evolution of Pre-ETS Activities.
4. Smith, F. A., Grigal, M., & Sulewski, J. S. (2012). Postsecondary education and employment outcomes for transition-age youth with and without disabilities: A secondary analysis of American Community Survey data. *Insight: A Think College Brief on Policy, Research, and Practice, (15).*

    ii. Highly Recommended Reading
1. Chapter 11
2. Oertle, K. M., & Bragg, D. D. (2014). Transitioning students with disabilities: Community college policies and practices. *Journal of Disability Policy Studies*, *25*(1), 59–67. doi: 10.1177/1044207314526435
3. Plotner, A. J., & Marshall, K. J. (2016). Supporting postsecondary education programs for individuals with an intellectual disability: Role of the vocational rehabilitation counselor. *Rehabilitation Counseling Bulletin, 59(4),* 195–202. doi: 10.1177/0034355215583056
4. Sneed, Z. (2006). Postsecondary education and the IPE: An update for vocational rehabilitation administrators. *Journal of Rehabilitation Administration, 30(1),* 47–58.
5. Thoma, C. A., Whittenburg, H., Wills, C., & Taylor, J. (2017). Cost efficiency and cost effectiveness of postsecondary education

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on VR costs. Concurrent presentation, *DCDT Conference,*
Milwaukee, WI.

13. Employment

a. *Class meeting in Adobe Connect, and Post - Q & A Opens*

b. Reading:

   i. Posted to Canvas:

     1. Luecking, R. G. (2009). Workplace partners: Strategies for finding and recruiting employers. Chapter 6. In *The Way to Work: How to Facilitate Work Experiences for Youth in Transition.* (pp. 99-117). Baltimore, Maryland: Paul H Brookes Publishing Co.

     2. Plotner, A. J., & Oertle, K. M. (2011). Employment support facilitator (job coach) Chapter 23. In *Collaboration: A Multidisciplinary Approach to Educating Students with Disabilities* (1st ed., Vol. 1, pp. 339–351). Waco, Texas: Prufrock Press Inc.

     3. Lindsay, S. (2010). Discrimination and other barriers to employment for teens and young adults with disabilities. *Disability and Rehabilitation, 33*(online first), 1–11. doi: 10.3109/09638288.2010.531372

     4. Riesen, T., & Oertle, K. M. (2019). Developing paid and unpaid work-based learning experiences for transition-age students with intellectual and development disabilities: An exploratory of study of employers' perspectives. *Journal of Rehabilitation, 85(2),* 27-36.

     5. VanderPyl, T. (2015). Easing reentry through employability skills training for incarcerated youth. *Journal of Applied Juvenile Justice Services,* 41–57.

   ii. Highly Recommended Reading:

     1. Chapter 12

     2. Brooke, V. A., Revell, G., & Wehman, P. (2009). Quality indicators for competitive employment outcomes: What special education teachers need to know in transition planning. *Teaching Exceptional Children, 41*, 58–66.

     3. Cease-Cook, J., Fowler, C., & Test, D. W. (2015). Strategies for creating work-based learning experiences in schools for secondary students with disabilities. *TEACHING Exceptional Children, 47(6),* 352–358. doi: 10.1177/0040059915580033

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4. Hagner, D. (n.d.). Employment for individuals with significant disabilities and supported employment: Five evidence-based practices.
5. Hagner, D. (2000). Primary and secondary labor markets: Implications for vocational rehabilitation. *Rehabilitation Counseling Bulletin, 44,* 22-29.
6. McDonnall, M. C. (2017). Working with business: Counselor expectations, actions, and challenges, *Rehabilitation Research, Policy, and Education, 31,* 135-152. doi: 10.1891/2168-6653.31.2.135
7. Rutkowski, S., Daston, M., Van Kuiken, D., & Riehle, E. (2006). Project SEARCH: A demand-side model of high school transition. *Journal of Vocational Rehabilitation, 25(2),* 85–96.

14. No Class Meeting – Thanksgiving Break
15. Reporting: Poster Presentations and Wrapping-Up
   a. *Class meeting in Adobe Connect, Your Presentations (upload on Tuesday by 5pm MT), and Post - Q & A Closes Before Class*
   b. Reading: None
16. Final Week – No Class Meeting
   a. Final Papers (with SMARTER goal and logic model) Due – Post to Canvas
   b. Final Examination (do not forget to take the exam which is 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. history, legislation, systems, philosophy, and current trends of rehabilitation counseling
         i. covered Weeks 1, 2, 3, 9, 10, 11, 12, 13
      b. theories, models, and interventions related to rehabilitation counseling

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      i. covered Weeks 2, 3, 6, 9, 10, 11, 12, 13

c. principles and processes of vocational rehabilitation, career development, and job development and placement

      i. covered Weeks 2, 3, 5, 6, 7, 8, 9

d. principles of independent living, self-determination, and informed choice

      i. covered Weeks 3, 5, 6, 9, 10

e. principles of societal inclusion, participation, access, and universal design, with respect for individual differences

      i. covered Weeks 6, 7, 8, 9, 10, 12

g. methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results

      i. covered Weeks 6, 7, 9

2. CONTEXTUAL DIMENSIONS

c. individual response to disability, including the role of families, communities, and other social networks

      i. covered Weeks 4, 5, 6, 7, 9, 10, 11, 12, 13

e. impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities

      i. covered Weeks 1, 2, 4, 5, 7, 9, 11, 12, 13

f. 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

i. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations

      i. covered Weeks 1, 2, 3, 9, 10, 11, 12, 13

k. education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities

      i. covered Weeks 13

m. individual needs for assistive technology and rehabilitation services

      i. covered Weeks 7, 10, 11

n. advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation

      i. covered Weeks 1, 2, 3

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    q. legal and ethical aspects of rehabilitation counseling, including ethical decision-making models

        i. covered Weeks 1, 2, 3, 4

3. PRACTICE

    b. informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities

        i. covered Weeks 6

    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

    f. techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process

        i. covered Weeks 6, 7, 8, 9, 10, 11, 12, 13

    g. strategies to facilitate successful rehabilitation goals across the lifespan

        i. covered Weeks 2, 3, 4, 7, 9, 10, 11, 12, 13

    h. career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place

        i. covered Weeks 5, 6, 8, 11, 12, 13

    i. strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs

        i. covered weeks 5, 6, 13

    j. 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

    k. assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources

        i. covered Weeks 7, 9, 10, 11

    m. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention

        i. covered Weeks 6, 11, 13

GENERAL STANDARDS

1. PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE (Covered Weeks 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 15)
   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, 4, 10, 11, 12, 13)
   d. the effects of power and privilege for counselors and clients
   e. help-seeking behaviors of diverse 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, 4, 5, 9)
   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. CAREER DEVELOPMENT (Covered Weeks 5, 6, 7, 8, 9, 13)
   a. theories and models of career development, counseling, and decision making
   b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
   c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
   d. approaches for assessing the conditions of the work environment on clients' life experiences
   e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
   f. strategies for career development program planning, organization, implementation, administration, and evaluation

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    g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

    h. strategies for facilitating client skill development for career, educational, and life-work planning and management

    i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

    j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING & HELPING RELATIONSHIPS (Covered Weeks 2, 3, 4, 5, 7, 9, 10, 11, 12, 13)

    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

    k. strategies to promote client understanding of and access to a variety of community- based resources

7. ASSESSMENT & TESTING (Covered Week 6)

    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

    i. use of assessments relevant to academic/educational, career, personal, and social development

    l. use of environmental assessments and systematic behavioral observations

    m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH & PROGRAM EVALUATION (Covered Weeks 6, 7, 8, 10, 11, 12, 13)

    b. identification of evidence-based counseling practices

    e. evaluation of counseling interventions and programs

    i. analysis and use of data in counseling