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## USU-REH 6100 Syllabus

Professional Counseling Orientation (3 credits)

# Course Overview


## Professor




 **Brian Phillips**

 Teacher

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 435.797.2381

 Department of Special Education and Rehabilitation Counseling

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

## Class Information


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

- Since this is a synchronous course with a lot of class discussion it is important to have stable internet. Here is a link to the USU zoom backgrounds if life gets hectic in the background:
  - <https://extension.usu.edu/employee/marketing/zoom-backgrounds> 
  - <https://extension.usu.edu/employee/marketing/zoom-backgrounds>

Course Meeting (Days & Time): Thursday, 4:30 PM to 7:00 PM\* MST

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

## Credits

 This is a three-credit course. Students will meet 2.5 hours per week. In addition to regular classroom meetings, students will spend two hours each week on out-of-class activities for each

credit, for a minimum of six additional hours per week, including homework, reading, writing and researching.

## Course Description

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

## Readings

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Readings will consist of book chapters from the required and optional texts and supplemental empirical articles (posted in Canvas). Supplemental readings can be downloaded from the course website. Students must complete all readings prior to the class period for which they are assigned and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material.

## Required Textbook

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- Hartley, M. T. & Tarvydas, V. M. (Eds.). (2022). *The professional practice of rehabilitation counseling* (3<sup>rd</sup> Edition). New York: Springer Publishing Company.
  - ISBN-10: 0826139035

## Additional References

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

## Optional Texts

- Neukrug, E. S. (2017). *A brief orientation to counseling: Professional identity, history, and standards* (2<sup>nd</sup>). Boston, MA: Cengage Learning.
- Erford, B. T. (2018). *Orientation to the counseling profession: Advocacy, Ethics, and Essential Professional Foundations* (3<sup>rd</sup>). New York: Pearson Publishing Company
  - ISBN: 0134387791



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

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## Student Learning Outcomes

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

Students will:

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

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## Grading Guidelines and Policies



### Grading Scale:

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

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

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



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

## Assignments and Points

Point Scale:	Points/ each	Total points
In-Class Activities (5)	5	20
Disability Rights Activist Profiles		20
Professional Identity and Responsibility Paper		30
Exam One		10
Exam Two		20
Total		100

# Description of Coursework

## In-Class Activities (20 points)

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Students will complete **FIVE** in-class text activities during the course of the semester. Each text activity will be announced and completed in class on the date that it is due. Assignments (either quiz, reflection paper, or other activity) must be submitted in class on the day it is announced. These assignments are open-book and may be assigned as group or individual work and are designed to aid in greater application, discussion, and to facilitate retention of the material. I will drop one in-class activity assignment, allowing you to miss one in-class activity without penalty to your grade.

*In-Class Text activities completed outside of class will not be accepted.*

## Disability Rights Activist Profiles (20 points)

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

See the [assignment description \(https://usu.instructure.com/courses/735211/assignments/4135250\)](https://usu.instructure.com/courses/735211/assignments/4135250) in Canvas for more information.

## Exams (30 points)


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

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

## Professional Identify and Responsibility Paper (30 points)

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 Each student will write an APA (Seventh Edition) style paper approximately 7 - 8 pages in length (double-spaced) on the professional identity and professional responsibilities of a counselor.

Successful papers will be guided by the three main headings of professionalization, professional identity and professionalism, and client-advocacy and counseling competencies.

See the [assignment description](#)

(<https://usu.instructure.com/courses/735211/assignments/4135264>) in Canvas for more information.

## Use of Artificial Intelligence Tools for Support with Assignments

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Many of you are aware of the increasing notoriety of artificial intelligence (AI) tools, like ChatGPT, used in higher education and other areas. Although AI has many positive and creative uses in higher education, it can also be used to shortchange learning and misrepresent sources. My expectations for you in this class are provided below:

- Students must not submit **any** assignments (essays, discussion posts, reflective essays) being **entirely** generated by AI tools (like ChatGPT).
- You are permitted to use ChatGPT and other AI tools to assist you in gathering information, writing drafts, and revising your writing. However, you are expected to include a disclosure statement at the end of your assignment describing which AI tool you used and how you used it. For example, "*ChatGPT was used to draft about 50 percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style.*"
  - Failing to cite a direct quote or source of information can be considered an academic integrity violation - and this will include AI-generated content.

If you are considering exploring or using AI-generated content in this course, I encourage you to be thoughtful and carefully gauge how it is used. **Ultimately, you are responsible for the content you submit in this course.** This is an exciting time as technology continues to evolve and impact your education—please be wise!

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## Student Supports & Resources

The resources I am highlighting below (and more) can be found by [clicking here](#) 

 <https://www.usu.edu/online/student-benefits>.

### IT and Canvas Support

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

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

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

## Disability Resources

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


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

## Emotional and Mental Wellbeing:

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

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







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

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## Diversity Resources

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

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



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## University Policies & Procedures

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### Academic Freedom and Professional Responsibilities

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Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are  titled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) 

(<https://www.usu.edu/policies/403/>) further defines academic freedom and professional responsibilities.

## Academic Integrity – "The Honor System"

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

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

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

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

## Academic Dishonesty

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

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



- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

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

## Discrimination and Sexual Misconduct

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### General Overview

USU strives to provide an environment for students and employees that is free from [discrimination](https://www.usu.edu/equity/non-discrimination) [↗](https://www.usu.edu/equity/non-discrimination) (<https://www.usu.edu/equity/non-discrimination>) and [sexual misconduct](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms) [↗](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms) (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, [435-797-1266 \(tel:1-435-797-1266\)](tel:1-435-797-1266), [titleix@usu.edu \(mailto:titleix@usu.edu\)](mailto:titleix@usu.edu), or at [equity.usu.edu/report](https://www.usu.edu/equity/report) [↗](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect/) [↗](https://www.usu.edu/sexual-respect/) (<https://www.usu.edu/sexual-respect/>). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) [↗](https://www.usu.edu/equity/resources) (<https://www.usu.edu/equity/resources>).


### Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "[reporting employee](https://www.usu.edu/equity/sexual-misconduct/employees#reporting) [↗](https://www.usu.edu/equity/sexual-misconduct/employees#reporting) (<https://www.usu.edu/equity/sexual-misconduct/employees#reporting>)."

This means that if you share information about [sexual misconduct](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms) [↗](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms) (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>) (sexual harassment, sexual exploitation, sexual assault, relationship violence, or sex-based stalking) with the instructor, they *will report* that information to the USU Title IX Coordinator. The instructor is also required to tell you about [designated confidential resources](https://www.usu.edu/equity/sexual-misconduct/confidential-resources) [↗](https://www.usu.edu/equity/sexual-misconduct/confidential-resources) (<https://www.usu.edu/equity/sexual-misconduct/confidential-resources>), [supportive measures](https://www.usu.edu/equity/Supportive-Measures) [↗](https://www.usu.edu/equity/Supportive-Measures) (<https://www.usu.edu/equity/Supportive-Measures>), and [how you can file a report](https://www.usu.edu/equity/report) [↗](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>) with the USU Title IX Coordinator.

## Withdrawal Policy and "I" Grade Policy


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-  Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term

'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

## Students with Disabilities

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

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

## Respect for Diversity

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

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



You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

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






## Grievance Process

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Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#)   
(<https://studentconduct.usu.edu/studentcode/article7/>).

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

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- [Student Conduct](#)  (<http://www.usu.edu/studentconduct>)
- [Student Code](#)  (<https://studentconduct.usu.edu/studentcode/>)
- [Academic Integrity](#)  (<https://studentconduct.usu.edu/studentcode/article6/>)
- [USU Academic Policies and Procedures](#)  (<http://catalog.usu.edu/content.php?catoid=4&navoid=546>)
- [Academic Freedom and Professional Responsibility Policy](#)  (<https://www.usu.edu/policies/403/>)

## Emergency Procedures

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

## General Health Protocols

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The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.



## Mental Health

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

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

## CACREP Standards Met by Course

### CACREP Standards

Standard	CACREP	Evaluation
1. History and philosophy of the counseling profession and its specialized practice areas	3.A.1	Exams; PIPR Paper
2. The multiple roles and functions of counselors across specialized practice areas	3.A.2	Exams; PIPR Paper
3. Counselor’s roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	3.A.3	Exams; PIPR Paper
4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and	3.A.4	Exams; PIPR Paper

social barriers that impede access, equity, and success		
5. The role and process of the professional counselor advocating on behalf of the profession	3.A.5	Exams; PIPR Paper
6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6	Exams; PIPR Paper; TA
7. Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7	Exams; PIPR Paper; TA
8. Legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	3.A.8	Exams
9. Current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9	Exams; PIPR Paper
10. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs	5.D.4	Exams
11. Assistive technology to reduce or eliminate barriers and functional limitations	5.D.8	Exams

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



TA.

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

**Outcomes for Learning Objective 1:**

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

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

**Outcomes for Learning Objective 2:**

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

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

**Outcomes for Learning Objective 3:**

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

**Course Schedule and Due Dates**






<b>Week/ Date</b>	<b>Assigned Readings</b>	<b>Topics &amp; Discussion CACREP Standards</b>	<b>Assignments &amp; Exams (Note Assignments are Due at 4:30pm the day of class)</b>
<b>Week 1: 8.31.2023</b>	No Assigned Readings	Introduction to the Course. What is a profession?	
<b>Week 2: 9.7.2023</b>	Neukrug (Ch 1 & 5) Rubin et al. (Ch 1)	History and Introduction to the field of Counseling and Rehabilitation Counseling 3.A.1	
<b>Week 3: 9.14.2023</b>	Hartley & Tarvydas (Ch 3)	Priorities, Concepts, and Models	














<b>Week 4:</b> <b>9.21.2023</b>	Hartley & Tarvydas (Ch 6)	Legislation, regulations, policies, & Benefits  3.A.8	
<b>Week 5:</b> <b>9.28.2023</b>	Hartley & Tarvydas (Ch 4)	Roles & Functions and Settings of Practice  3.A.2, 3.A.3, 5.D.4	
<b>Week 6:</b> <b>10.05.2023</b>	Neukrug (Ch 2) Phillips et al. (2022)	Professional Associations  3.A.6	
<b>Week 7:</b> <b>10.12.2023</b>	Hartley & Tarvydas (Ch 5)	Credentialing in Counseling  3.A.7	Exam One
<b>Week 8:</b> <b>10.19.2023</b>	No Class Due to Conference Travel		
<b>Week 9:</b> <b>10.26.2023</b>	Hartley & Tarvydas (Ch 15) Erford (Ch 11)	Disability in all its Diversity  Centrality of Work and Meaningful Life Roles	
<b>Week 10:</b> <b>11.2.2023</b>	Erford (Ch 5)	Direct Client/Consumer Services	Disability Activist Profiles (2nd)
<b>Week 11:</b> <b>11.9.2023</b>	Reuben & Rossler (Ch 15) Hartley & Tarvydas (Ch 21)	Independent Living and Assistive Technology  3.A.4, 5.D.8	







<b>Week 12:</b> 11.16.2023	Nassar & Giles (Ch 13) Hartley & Tarvydas (Ch 19)	Professionalism & Professional Identity 3.A.5	
<b>Week 13:</b> 11.23.2023	No Reading	NO CLASS: THANKSGIVING!	
<b>Week 14:</b> 11.30.2023	Online resources	Mapping Your Future in Counseling 3.A.9	Professional Identity & Responsibility Paper (30th)
<b>Week 15:</b> 12.7.2023	Nassar & Giles (Ch 8)	Review	Exam Two  (Due 12.13.23 @11:59pm MST)

## Course Summary:

Date	Details	Due
Thu Aug 31, 2023	 <a href="https://usu.instructure.com/courses/735211/assignments/4135268">Voluntary and Anonymous Course Evaluation</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135268">https://usu.instructure.com/courses/735211/assignments/4135268</a> )	due by 5pm
Fri Sep 1, 2023	 <a href="https://usu.instructure.com/courses/735211/assignments/4135265">Quiz One Corrections</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135265">https://usu.instructure.com/courses/735211/assignments/4135265</a> )	due by 11:59pm
Wed Sep 6, 2023	 <a href="https://usu.instructure.com/courses/735211/assignments/4135256">In-Class Activity #3 Credentialing</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135256">https://usu.instructure.com/courses/735211/assignments/4135256</a> )	due by 11:59pm
Sat Oct 21, 2023	 <a href="https://usu.instructure.com/courses/735211/assignments/4135248">Exam One (Remotely Proctored)</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135248">https://usu.instructure.com/courses/735211/assignments/4135248</a> )	due by 11:59pm
Thu Nov 2, 2023	 <a href="https://usu.instructure.com/courses/735211/assignments/4135250">Disability Rights Activist Briefs</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135250">https://usu.instructure.com/courses/735211/assignments/4135250</a> )	due by 4:30pm

Date	Details	Due
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135246">Exam Two Adjusted Score</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135246">https://usu.instructure.com/courses/735211/assignments/4135246</a> )	due by 11:59pm
Thu Nov 30, 2023	 <a href="https://usu.instructure.com/courses/735211/assignments/4135264">Professional Identity and Responsibility Paper</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135264">https://usu.instructure.com/courses/735211/assignments/4135264</a> )	due by 4:30pm
Thu Dec 14, 2023	 <a href="https://usu.instructure.com/courses/735211/assignments/4135244">Exam Two (Remotely Proctored)</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135244">https://usu.instructure.com/courses/735211/assignments/4135244</a> )	due by 11:59pm
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135249">Alternate Exam Two</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135249">https://usu.instructure.com/courses/735211/assignments/4135249</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135243">Another Try for Truncated Quiz</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135243">https://usu.instructure.com/courses/735211/assignments/4135243</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135247">Essay Points for Exam Two</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135247">https://usu.instructure.com/courses/735211/assignments/4135247</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135251">In Class Activity 1</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135251">https://usu.instructure.com/courses/735211/assignments/4135251</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135252">In Class Activity 2</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135252">https://usu.instructure.com/courses/735211/assignments/4135252</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135253">In Class Activity 3</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135253">https://usu.instructure.com/courses/735211/assignments/4135253</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135254">In Class Activity 4</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135254">https://usu.instructure.com/courses/735211/assignments/4135254</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135255">In-Class Activity #3</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135255">https://usu.instructure.com/courses/735211/assignments/4135255</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135257">In-Class Activity #4</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135257">https://usu.instructure.com/courses/735211/assignments/4135257</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135258">In-Class Activity #5</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135258">https://usu.instructure.com/courses/735211/assignments/4135258</a> )	

Date	Details	Due
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135260">In-Class Activity 5</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135260">https://usu.instructure.com/courses/735211/assignments/4135260</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135266">In-Class Activity#1</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135266">https://usu.instructure.com/courses/735211/assignments/4135266</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135245">Practice Quiz (Remotely Proctored)</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135245">https://usu.instructure.com/courses/735211/assignments/4135245</a> )	
	 <a href="https://usu.instructure.com/courses/735211/assignments/4135267">Text Activity #2</a> ( <a href="https://usu.instructure.com/courses/735211/assignments/4135267">https://usu.instructure.com/courses/735211/assignments/4135267</a> )	