



REH6110 MEDICAL ASPECTS OF DISABILITY SYLLABUS



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REH6110 Medical Aspects of Disability Syllabus (3 credit hours)

Welcome!!

Instructor and Contact Information:

This available in the Canvas course information

This is a required course for the *Rehabilitation Counseling Master's program*

Course Location: online in Canvas

Course Mode: Self-Directed

Course Meeting: Asynchronous

****READ THE COURSE SYLLABUS****

Disclaimer

In life, adjustments are necessary. To best achieve the purpose and objectives of the course, your instructor reserves the right to change readings, assignments, and the relative importance of the assignments for the final grade. This course is in perpetual development for continual improvement. Changes and updates are made for state-of-the-art and innovative content. Any additions and/or changes made during the semester will be done with reasonable advanced notice. When substantive changes are made, the amended syllabus will be on Canvas.

COURSE DESCRIPTION

Upon completion of this course, the successful student will possess foundational knowledge of the medical aspects of disabilities, including human anatomy associated with specific conditions; basic medical terminology; major diseases descriptions and typical medical treatment outcomes; characteristics of associated medical diagnoses and prognoses, and for rehabilitation counselors regardless of practice setting, the specialized knowledge of the role of universal design, accommodations, customization, and assistive technology in using asset-based, solution-minded, and whole-person approaches to address and overcome functional and/or attitudinal limitations and implications. These foundations are key for building working alliances using person-driven, employment-expected, and research-informed practices for optimal, equitable, and full inclusion in competitive integrated employment and career development, life-long learning, independent living, and community participation.

READINGS AND WRITING FOR THIS COURSE

You are expected to complete *all assigned readings*. Many readings are technical and somewhat difficult. You can find tips for studying at the [Academic Success Center](#). For assistance with Canvas, contact CANVAS Support at (877) 399 1958. For tips, and more see "[Canvas Orientation for Students](#)" and [search the Canvas Guide](#). Your writing is to be done by you without the use of artificial intelligence (AI).

Required Books and Readings:

- Textbook: Falvo, D. R., & Holland, B.E. (2018). *Medical and Psychosocial Aspects of Chronic Illness and Disability*, 6th edition, Jones & Bartlett Learning. ISBN: 9781284105407
- Research Literature



1. Assigned research papers are available on Canvas.
- Various links to the National Institute of Health, Medline Plus, the World Health Organization, and other online resources

The Provost Office requires the following information about Auto Access in the syllabus:

Auto Access eBook: Medical and Psychosocial Aspects of Chronic Illness and Disability eBook, 6e by Falvo

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. **To access the materials, visit the Canvas course site.** For more details, including dates, deadlines, and opt-out info, visit your Bookshelf in Canvas.

OBJECTIVES, OUTCOMES, ASSESSMENT, AND STANDARDS

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

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 CACREP standards (2024).

USU IDEA Center Learning Objectives	REH Learning Outcomes	Assessment Methods	CACREP Standards
Gaining factual knowledge (terminology, classifications, methods, trends)	Students will articulate in terms of characteristics, terminology, prognosis, etiology, diagnostic procedures, treatment, typical medications, functional limitations, and medical and rehabilitation implications for employment and general living with holistic functioning.	Weekly Quizzes 2 Info-Graphic Factsheets Pre and Post Tests	G. Assessment and Diagnostic Processes Standard: 11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems D. Clinical Rehabilitation Counseling Standard: 1. effects of the onset, progression, and expected duration of disability on clients’ holistic functioning G. Rehabilitation Counseling Standard: 7. classification, terminology, etiology, functional capacity, and prognosis of disabilities
Learning fundamental principles,	Students will identify and share information for healthcare equity to address the associated attitudinal and environmental barriers that	Weekly Quizzes 2 Info-Graphic Factsheets	B. Social and Cultural Identified and Experiences Standard: 8. principles of independence, inclusion, choice and self-empowerment, and access to



generalizations, or theories	prohibit people with disabilities in fully participating in society. Students will understand the various models and how to utilize the biopsychosocial model as a possible approach to the provision and practice of rehabilitation counseling.	Pre and Post Tests	services within and outside the counseling relationship
Learning to apply course material (to improve thinking, problem solving, and decisions) to professional responsibilities	Students will be able to communicate about healthcare including reading/understanding medical reports. Students will be able to conceptualize the role of assistive technology, universal design, informed choice through sharing resources, information, and having access to other strategies and services as a means for community inclusion.	Weekly Quizzes 2 Info-Graphic Factsheets	A. Professional Counseling Orientation and Ethical Practice Standard: 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 social barriers that impede access, equity, and success D. Clinical Rehabilitation Counseling Standard: 8. assistive technology to reduce or eliminate barriers and functional limitations G. Rehabilitation Counseling Standard: 15. facilitating client knowledge of and access to community and technology services and resources

Assignments - Learning Activities and Assessments in this Course

1. PRE-TEST

The pre-test is a baseline measure of your prior knowledge. The questions are multiple choice. *Not an open book or notes test*, you are expected to complete this test on your own without unauthorized assistance such as your book, notes, AI, other students, alumni, co-workers, friends, and family and so on (**worth 38 points; No matter your score you will receive 100% of the points**).

2. WEEKLY READINGS, RECORDINGS, & QUIZZES

This course is organized in Modules with weekly readings, content to review, and recordings. There are weekly quizzes. The questions are multiple choice. You have 24 hours to complete the quiz once you begin the quiz. Your **lowest scoring quiz will be dropped** from your final total score (14 quizzes; 13 x 10 points each = 130 pts). *These are open book and notes*. **You** are still



expected to complete these quizzes *on your own without unauthorized assistance* such as AI, other students, alumni, co-workers, friends, and family and so on.

3. INFOGRAPHIC FACTSHEETS

Assignment Learning Objectives:

At the end of completing this assignment, students will have learned collaboratively to:

- *Identify* target audience
- *Research and select* information with relevance to medical aspects of disabilities and target audience
- *Summarize and synthesize* information
- *Apply* rehabilitation counseling principles (described below; mandated in the Rehabilitation Act and other laws; structured by the standards and CRC code of ethics; discussed throughout this class, other class, and Rehabilitation Counseling Master's program)
- *Create* using accessible methods for sharing information

You are still expected to work *with your group members* to collaboratively complete two different infographic factsheets (12 pts each; 24 total points). For this group project, you will work in small groups to create your factsheets aligned topically with course content (medical aspects and rehabilitation counseling). Factsheets include short descriptions, bullets, tables, graphics and so on to make a simple, user friendly, infographic that is a comprehensive factsheet. The layout should be professional and informative but easy to follow and read. Consider your audience as you are creating your factsheets. *Accessibility is a must.* For instance, having multiple options such as graphics, information, and format with alternatives for graphics (e.g., Alt text or text only) for text information (e.g., photovoice or pictorial and Spanish versions), and for format such as large text/print and/or audio versions. These examples are suggestions for your consideration. The decisions your group makes will depend on accessibility for your primary audience. Rather than completing an exercise for a class, create a useable and valuable product by **making your factsheet something that can really be used** by you, your group members, your classmates, your instructors, coworkers, consumers with disabilities, parents & family members, health professionals, employers, educators, researchers, and so on. You have access to collaborative tools for your group to use on Canvas. You and your group members are responsible for coordinating and communicating to collaboratively complete your factsheets.

Factsheets are to be *no less than one page or no more than three pages* – think double-sided printed pages with a front and back. A factsheet is useable information for a webpage and to be downloaded, saved, and printed. Information handed out too.



Although this is a creative project with no template, you will find some examples [Materials & Multimedia About Disability & Health | CDC](#) or use <https://www.cdc.gov/ncbddd/disabilityandhealth/materials/index.html> Another place with examples, [Common Disabilities Fact Sheets \(Printable\) | Squarehead Teachers](#) or use <https://squareheadteachers.com/2013/11/30/common-disabilities-fact-sheets-printable/>

More examples may be found on Canvas with the assignment instructions, More Resources, and in the Weekly Modules. Keep in mind, these examples are not templates. You may find reviewing the examples useful for ideas and information. However, do your own research and create your own infographic factsheets. Make sure to properly cite any work you may reference too. **For this assignment, each of your group's infographic factsheets must include:**

- a) *a brief general introduction* in which **your group identifies** a specific audience **based on this course and the topic(s)** covered weekly (e.g., overview & purpose, need met and who benefits, tips for uses, and resources for more information; specific people interested in traumatic brain injury; people with neurodegenerative disabilities; families and aging with a disability) *Your group is to create two different infographic factsheets:*
 1. **create 1st** from content **your group selects from**
 - i. **the topics covered Weeks 1-7;** and
 2. **create 2nd** from content **your group selects from**
 - i. **the topics covered Weeks 8-15.**
- b) *assets and solutions* to address medical and activity **limitations with implications for:**
 1. informed choices, decision-making, and advocacy for using strengths with supports, assistance, and services
 2. **specific examples of** universal design, accommodations and assistive technology
 3. **include at least four resources for** assistive technology devices, services, and/or supports
- c) *information about* the resources and **how to** access assistance, universal design, accommodations, assistive technology, and so on including **rehabilitation counseling services** and other healthcare and service providers
- d) your group's additions



You are expected to align your infographic factsheet tone, language, and presented perspectives with the rehabilitation counseling foundations established in the [Rehabilitation Act of the 1973 and its amendments](#) or use <https://acl.gov/about-acl/rehabilitation-act> Also read the proposed 504 rule, prevent [Discrimination on the Basis of Disability in Health Service Program or Activities](#) or use <https://www.federalregister.gov/documents/2023/09/14/2023-19149/discrimination-on-the-basis-of-disability-in-health-and-human-service-programs-or-activities> (i.e., asset-based, solution-minded, and whole-person). As your group creates your factsheets, consider what you are learning about medical aspects in this course along with your other courses and experiences to address ecological aspects for preferences, performance, logistics, financial, and culture/community. You are expected to include how your factsheet information (a) **advances** the purposes of Rehabilitation Act of 1973 and its amendments, (b) **connects** to the rehabilitation counseling philosophy to build a working alliances (i.e., developing common goal(s) & objectives/tasks and mutually believe and value of each other's well-being), (c) **addresses** rightful presence and equity with examples of the uses of assistive technologies, universal design, and/or support service intensity, supported decision-making informed choice-making and (d) **documents** advocacy and modeling of person-driven, employment-expected, and research-informed practices. *Use your book, readings, course notes, and recordings to create your factsheets to connect with this course's content. Also, use related materials from other classes, your experiences, and your group's research. For each Infographic Factsheet, Your Group will need to do research to locate and add information in addition to the course materials. You are to do this assignment as a group and use only authorized assistance as outlined in this syllabus, on Canvas, and by Utah State University academic integrity policy (refer to policies). All members of the group need to participate to earn credit. You will be asked to certify and validate participation at the completion of the assignments for self- and peer evaluation. Refer to the assignment instruction on Canvas, for "To Dos for Success in Working with Your Group" and More Resources. And check out this infographic [Tips for Online Students Working on Group Projects | Drexel Online](#) or use <https://www.online.drexel.edu/news/group-tips.aspx> For the purposes of this class assignment, unauthorized assistance means using help outside of your group members including but not limited to using AI, other students not in your group, program alumni, co-workers, friends, and family and so on. Proper citations and references are expected if you cite another's' work and/or when you refer to additional resources. The USU library is a primary source of research support. There is a link on Canvas. Reach out for assistance. More instructions and supports are available on Canvas.*

Important Weeks for Infographic Factsheet Group Project

- Groups (announced Week 5)
- 1st Infographic Factsheet Draft (due Week 8)
- 2nd Infographic Factsheet Draft (due Week 12)
- Finals for both and posted for whole class to view (due Week 15)

In summary, your group will create *two different* Infographic Factsheets. Your factsheets are about the features (what it is and who it is for), advantages (why valuable), and benefits (how



need is met). So, take what you are learning about the medical aspects of disability to move from deficits and limitations to person-driven assets and solutions in building a working alliance. Use the information about *health condition diagnoses, medical limitations/implications, and the activity limitations* to **understand** from a strengths and whole person basis, the potential **support needs and levels/intensities of supports that may be needed to maximize function for optimal, rightful presence, equitable, and full participation especially in competitive integrated employment**. Also refer to pages 12-18, with particular attention to pages 13-16 (REH6120 Course Syllabus 2024). Read and use the instructions, the full assignment instructions are on Canvas.

4. POST-TEST

The post-test is comprehensive and cumulative given during finals week. Therefore, the content covers the entire semester and questions are multiple choice *This is open book and notes*. **You** are still expected to complete this test **on your own without** unauthorized assistance such as AI, other students, alumni, co-workers, friends, and family and so on (**worth 38 points**). For more details, see instructions, and ask questions via Canvas Inbox and by meeting with your instructor.

All student work submitted to fulfill the requirements of this course should be considered the property of USU and the Special Education and Rehabilitation Counseling department. As such this work may be retained, displayed publicly, and/or presented as exemplary and non-exemplary examples. Class and teaching experiences may be shared as stories of exemplary and non-exemplary examples. Retention and display of student work and story-telling are, by design, used to promote learning, demonstrate accomplishment, and evaluate quality over time.

Course Schedule with Assignments

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. Chapter readings are from Falvo & Holland (2018) and other readings, noted in the schedule and those on Canvas in the Modules. Reminder, this course is organized on Canvas with Modules. This schedule aligns with the Modules. It is your responsibility to know and follow the course schedule. If you need assistance in following the schedule, reach out to your instructor immediately. You are responsible for following and meeting the deadlines. This work includes completing the readings, listening/watching, taking quizzes, doing your group projects, and taking the final as scheduled. The required readings and assignment due dates. Follow the modules on Canvas too. Also, there are “More Resources” on Canvas including a *rehabilitation counseling chapter lectures series* by Dr. Aaron Mertes, [Medical and Psychosocial Aspects of Disability - YouTube](#) or use <https://www.youtube.com/playlist?list=PLYOGKRSeDvYcZg6Guzt4pdidOyhSqXBbc>



Course Schedule		
Week	Topic and Assigned Reading	Assignment
Week 1	<p>Topic: Models of Health and Disability; Psychosocial and Functional Aspects of Health Conditions</p> <p>Read: Syllabus; Chapters 1 & 2 (Falvo); Look through the ICF Beginner’s Guide, “Towards a Common Language for Functioning, Disability, and Health: ICF”, pp. 2 - 19 (link below)</p> <p>https://www.who.int/publications/m/item/icf-beginner-s-guide-towards-a-common-language-for-functioning-disability-and-health</p>	<p>Take Pre-Test</p> <p>Take Syllabus Quiz</p>
Week 2	<p>Topic: Medical Terminology; Assistive Technology</p> <p>Read chapter 33 (Falvo); look through the following: Appendix A – Pages 581-584; and Common Medical Words Chart</p> <p>http://www.nlm.nih.gov/medlineplus/appendixa.html</p>	Take Quiz
Week 3	<p>Topic: Introduction to the Structure and Function of the Nervous System; Conditions of the Nervous System (e.g. Epilepsy, Meningitis, Encephalitis, Sleep Apnea, and Narcolepsy)</p> <p>Read chapters 3 & 6</p> <p>MedlinePlus: Nerve Conduction Video: http://www.nlm.nih.gov/medlineplus/ency/anatomyvideos/000089.htm</p> <p>WebMD: What Causes a Seizure: https://www.webmd.com/epilepsy/treat-epilepsy-seizures-16/video-seizure-animation</p> <p>Mayo Clinic: Causes, Symptoms and Treatments of Seizures https://www.mayoclinic.org/diseases-conditions/epilepsy/symptoms-causes/syc-20350093</p> <p>NINDS: Sleep Apnea Information Page https://www.ninds.nih.gov/Disorders/All-Disorders/Sleep-Apnea-Information-Page</p>	Take Quiz
Week 4	<p>Topic: Multiple Sclerosis; Post-Polio Syndrome and other NS Conditions</p> <p>Read chapters 8 & 10</p> <p>Khan Academy: What is Multiple Sclerosis https://www.khanacademy.org/science/health-and-medicine/nervous-system-diseases/multiple-sclerosis/v/what-is-multiple-sclerosis</p> <p>WebMD: Thriving with Multiple Sclerosis: https://www.webmd.com/multiple-sclerosis/be-empowered-ms-17/video-multiple-sclerosis-everyday-life</p> <p>Mayo Clinic: Polio and Post-Polio Syndrome</p>	Take Quiz



	http://www.mayoclinic.org/diseases-conditions/polio/basics/definition/CON-20030957?p=1	
Week 5	<p>Topic: Cerebrovascular Accidents and Brain Injuries (Stroke, TBI) Read chapters 4 & 5 MedlinePlus: Brain Injury – Discharge (information for caregivers) http://www.nlm.nih.gov/medlineplus/ency/patientinstructions/000163.htm MedlinePlus: Stroke Video http://www.nlm.nih.gov/medlineplus/ency/anatomyvideos/000123.htm</p>	<p>Take Quiz</p> <p>Groups assigned</p>
Week 6	<p>Topic: Spinal Cord Injury; Neurodegenerative, Neuromuscular Conditions Read chapters 7 & 9 MedlinePlus: Alzheimer Disease Video http://www.nlm.nih.gov/medlineplus/ency/anatomyvideos/000003.htm NIH: Spinal Cord Injury https://www.ninds.nih.gov/Disorders/All-Disorders/Spinal-Cord-Injury-Information-Page</p>	Take Quiz
Week 7	<p>Topic: Chronic Pain; Amputation Read chapters 26 and 27 Amputee Coalition: Living with Limb Loss https://www.amputee-coalition.org/resources/amputee-educational-video-series/living-with-limb-loss-what-amputees-can-expect-during-the-first-six-months-post-surgery/ PSYCOM: Depression and Chronic Pain https://www.psycom.net/depression.central.chronic.pain.html</p>	Take Quiz
Week 8	<p>Topic: Sensory Conditions (Hearing Loss, Deafness, Low Vision and Blindness) Read chapters 16 & 17 American Foundation of the Blind: Glossary of Eye Conditions https://www.afb.org/blindness-and-low-vision/eye-conditions MedlinePlus: Hearing and the Cochlea Video http://www.nlm.nih.gov/medlineplus/ency/anatomyvideos/000063.htm Hearing Loss Association of America: Type, Causes, and Treatment http://www.hearingloss.org/content/types-causes-and-treatment</p>	<p>Take Quiz</p> <p>Submit 1st Factsheet Draft</p>
Week 9 SPRING BREAK – No Class This week		
Week 10	<p>Topic: Developmental Conditions and Disabilities Read chapters 11 & 12 NIH Fact Sheet: Intellectual and Developmental Disabilities</p>	Take Quiz



	https://www.nichd.nih.gov/health/topics/idds/conditioninfo/default	
Week 11	<p>Topic: Cardiovascular and Pulmonary System Conditions Read chapters 28 & 29 MedlinePlus: Heartbeat Video http://www.nlm.nih.gov/medlineplus/ency/anatomyvideos/000067.htm NIH: The Respiratory System https://www.nhlbi.nih.gov/health/lungs/respiratory-system</p>	Take Quiz
Week 12	<p>Topic: Musculoskeletal System: Structure, Function, and Common Conditions; Rheumatic Conditions Read chapters 24 and 25 WebMD: Back Pain Health Center – Treatment & Care http://www.webmd.com/back-pain/guide/back-pain-treatment-care Arthritis Health: Rheumatoid Arthritis Overview https://www.arthritis-health.com/video/rheumatoid-arthritis-overview-video</p>	Take Quiz Submit 2nd Factsheet Draft
Week 13	<p>Topic: Diabetes and Other Conditions of the Endocrine System; Aging with Disability Read chapters 23 & 34 WebMD: Endocrine Disorders https://www.webmd.com/diabetes/endocrine-system-disorders#1 WebMD: Diabetes Disaster https://www.webmd.com/diabetes/video/diabetes-type2-disaster</p>	Take Quiz
Week 14	<p>Topic: Introduction to the Immune System; HIV Read chapters 19 & 20 MedlinePlus: Immune Response Video https://medlineplus.gov/ency/anatomyvideos/000073.htm CDC: Living with HIV https://www.cdc.gov/hiv/basics/livingwithhiv/</p>	Take Quiz
Week 15	<p>Topic: Trauma and Disability (poverty, violence, gaps in access to healthcare, nutrition, services, and so on). Read: Refer to Canvas</p>	Take Quiz Final Factsheets are Due; Posted for whole class to review
Week 16	16: Finals Week	Take Posttest Exam



Grading Guidelines & Policies

Course Assignments & Grading

Assignments	Total Points
	230
Pre-Test	38 pts
Weekly Quizzes (13 x 10pts)	130 pts
Group Projects	24 pts
1st Info-Graphic Factsheet	12 pts
2nd Info-Graphic Factsheet	12 pts
Post-Test	38 pts

Grading Scale

Total Points = 230			
<u>Percentage</u>	<u>Letter Grade</u>	<u>Max</u>	<u>Min</u>
0.94	A	230	216
0.90	A-	215	207
0.87	B+	206	200
0.84	B	199	194
0.80	B-	193	184
0.77	C+	183	177
0.74	C	176	170

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).

General Rehabilitation Counseling Program Course Policies and Expectations Course Standards

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.



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 your instructor directly to ask questions or address concerns.

Professional Writing: For your book review assignment, APA style guidelines are being used unless otherwise noted. At graduate school, and as a professional, communicating clearly is expected with precision and formality. You should have an APA Publication manual. You are expected to locate and follow the journal guidelines for book review submission. You are responsible for learning, using, and ensuring that your book review is in APA format or the format required by the journal. *Before any submission*, students are encouraged to use the resources such as the Writing Center at USU for support and help. Use the writing center support rather than using unauthorized assistance such as AI, other students outside of your group members, alumni, friends, family and so on. You may schedule online sessions too. For assistance phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. Check out and use the [Writing Center](https://writing.usu.edu/) or cut and paste <https://writing.usu.edu/>

Participation: *You are expected to participate.* 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. You are ***expected to demonstrate professionalism and respect*** for self and for others in your academic expressions of concepts, topics, and ideas and so on... You are expected to contribute to your group's work equitably and fairly. You will be asked to certify and validate this to be true to earn credit for the group work.

Learning Environment

Behavior expectations are to be observed as outlined in the [student code](http://catalog.usu.edu/content.php?catoid=4&navoid=581) or cut and paste <http://catalog.usu.edu/content.php?catoid=4&navoid=581> You are expected to know and understand that you are 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. As in all USU rehabilitation counseling program courses, the following policies are expected to be followed during all discussions, activities, presentations, assessments, and so on:

1. Refrain from the use of profanity or derogatory statements about faculty, staff, peers, or any persons' disability, sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Complete the assignments by the due dates noted in this course syllabus. *There are no make-ups.*
3. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.



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, 2023):

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.)*

The USU Rehabilitation Counseling faculty and staff meet regularly to discuss performance at various levels as standard practice for continuous improvements. For instance, these discussions include the standards and practices in meeting the program level quality indicators and accreditation key performance indicators. These discussions also include progress at the student level, in which as needed, individual student's progress is addressed with an action plan including faculty reaching out to the student to work together. *If you feel you are struggling in any way, we as faculty encourage you to reach out.* We will work together for suitable methods in supporting you with faculty support too.

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, 2023). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others



6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

“Be Kinder Than Necessary”

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:
 - Challenging one’s pre-assumptions about disability expressed through Info-graphic factsheets creation
- **Beneficence:** To do good to others; to promote well-being.
 - Observable example applied to this class:
 - Using resources just in time rather than waiting until the last minute
- **Fidelity:** To be faithful; to keep promises and honor the trust placed in you.
 - Observable example applied to this class:
 - Following the policies (e.g., using authorized assistance)
- **Justice:** To be fair in the treatment of all.
 - Observable example applied to this class:
 - Developing deepened understanding of the altitudinal, medical, and activity limitations to strengthen knowledge, skills, and abilities to address and overcome barriers using rehabilitation counseling
- **Nonmaleficence:** To do no harm to others.
 - Observable example applied to this class:



- Learning about and using asset-based, solution-minded, and whole person approaches
- Veracity: To be honest.
 - Observable example applied to this class:
 - Certifying and validating your contributions to your group project; Completing assignments using your own words and with your own efforts; taking your own quizzes and exams without AI or other unauthorized assistance

Reference 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 in rehabilitation, which emphasizes the person *as a person first and foremost*, appropriately is called "[Person-First Language](#)." *Use person/people first language except when the person's preference is to refer to disability first.* 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.
- Use the person's name rather than referencing their disability when mentioning them
- 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, friends, community members, etc....
- Ask people their preferences. Disability first language may be preferred.
- Use adjectives that describe people, places, and things without stereotyping such as saying "crazy"; some to try, 'amazing', 'surprising', 'unexpected', 'wild', '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.

For Assistance:

- Check out, the Utah State University [Student Technology Resources](#) for minimum computer specs and many, many more resources
- If you need assistance with the technology or you are having problems during class (e.g., mic, sound, picture, etc.),
 - contact the [IT Service Desk](#) at 877-878-8325 (toll free) or 435-797-4357 (797-help) or servicedesk@usu.edu

Do not wait to call for help! Seek help when the problem is happening.

- *When you seek for help via the IT Service Desk you will receive an incident report that documents the problem and what was done to resolve it. Save the incident report.* We may ask for the report.
- If you call for assistance, but the problem remains, you are expected to contact your instructor. 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 IT Service Desk can walk you through, and diagnose, most issues...so, please support our learning community by calling for help! Your positive contributions and participation in this class are important, so how and when you go about addressing barriers will make a difference. *There is a wealth of resources and help available so please reach out, when and as needed.* Keep in mind, the problem may be as simple as the browser you are using. Try logging out and in again. If the problem continues, try using another browser. If that does not work, please reach out for help. In sum, we will do our best to help you, but **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:

- **Participate**
 - **Keep up** – readings actively and keeping a journal of definitions and paraphrasing reflections before listening/watching the recorded videos;
- **Communicate**
 - **Speak up** – using communication methods and tools to reach out for just in time support
- **Contribute**
 - **Show up** – doing your own best work, using resources, and writing for publication

In Sum, the USU Rehabilitation Counseling Education Program is a rigorous academic program that is ranked 6th of 96 [by the U.S. News and World Report](#). In order to maintain the rigor and quality, and to maximize learning, you are to:

- Read and write
- Contribute equitably to the group project (Info-Graphic Factsheets)
- Complete the assignments and quizzes
- Use USU resources and do your research
- Communicate with your instructor

Although these standards, objectives, and expectations are nonnegotiable, assistance is available to help you in meeting them. If you need assistance, please contact your instructor as soon as possible and/or seek assistance via the resources.

Utah State University Campus Policies and Expectations

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). Dr. Angela Enno will provide services geared toward the unique needs of CEHS students. 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, call 988, you can get help from the Suicide & Crisis Lifeline at 1-800-273-TALK (8255). 211 is the most comprehensive source of information about local resources and services in the country. <https://www.211.org/>

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](#)

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](#).

A Final Note

If you need something, I invite you to reach out by writing using the Canvas Inbox or calling using the instructor contact information available on Canvas. I will do my best to support your learning in this course. I am grateful to learn from and with you. With Loving-Kindness, your instructor.