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REH6120 Psychological & Social Aspects of Disability Syllabus (3 credit hrs.)

Welcome!!



Instructor and Contact Information:

Associate Professor: Kathleen (Kat) Marie Oertle, PhD (Illinois), CRC, LVRC-Utah, CVT-retired; Director, Institute for Interdisciplinary Transition Services ([The Interdisciplinary Institute](#)), Program Director, [Transition Education and Services Certificate](#), and Principal Investigator, [Collaborate for Change \(C2\)](#), a NIDILRR Program, Field-Initiated Project
Phone: (435) 797-3241

Email: Use Canvas for communications about class

Class Office Hours: available to support you, in-person, by telephone or video conferencing by appointment

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. Based on assessments results, the additions and/or changes will be provided with reasonable advanced notice. When these changes are made, the amended syllabus will be uploaded for availability on Canvas.

Resources – Short List

Call 911, for emergency services for trauma or life-threatening situations

Call 988, [Suicide & Crisis Lifeline](#) or 1-800-273-TALK (8255).

[Community Crisis Intervention & Support Services, Salt Lake City Area | University of Utah Health](#) or use <https://healthcare.utah.edu/hmhi/programs/crisis-diversion#gethelp>

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.
- [Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

[Utah State University \(USU\)](#)

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

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

[Student Academic Support](#) and [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 \(CAPS\)](#)
 - Dr. Angela Enno will provide services geared toward the unique needs of CEHS students.
 - Dr. Mike Levin is conducting research on numerous websites and apps to provide mental health support
 - [Students desiring online mental health services can participate in his research](#)
- [Academic Success Center](#)
- [Disability Resource Center](#)
 - Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center (DRC), located in the Taggart Student Center, room 104, phone number 435-797-2444. In coordination with the DRC, reasonable accommodation will be provided for qualified students with disabilities. ***The First Week of Class – To support your success, inform your instructor of your arrangements with the DRC, and discuss any accommodations you would like to use during class, and other related items.***

COURSE DESCRIPTION

Upon completion of this course, the successful student will possess foundational knowledge of the psychological and sociological aspects of disabilities, including adjustment factors in living with disabilities (i.e., individual, family, sexuality, other service providers, etc.), the awareness of the impacts of societal and individual attitudes, stigma related to mental health, gender, and culture, and the specialized knowledge of rehabilitation counselors' ethical and legal roles and responsibilities regardless of practice setting.



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: Smart, J. (2016). *Disability, Society, and the Individual*. (3rd Ed.). Austin, TX: PRO-ED.
- Book selected by you for your book review (refer to assignments)
- Research Literature
 1. Assigned research papers are available on Canvas.
- Highly recommended - APA Manual

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 a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	Students will summarize the sociological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation of both individuals with disabilities and professional service providers.	Weekly Quizzes with Journaling Submission of Book Review Writing for Publication Final Exam	B. Social and Cultural Identities and Experiences Standard: 4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally D. Clinical Rehabilitation Counseling Standard: 2. environmental, attitudinal, and individual barriers for people with disabilities G. Rehabilitation Counseling Standard: 1. individual response to disability, including the role of families, communities, and other



			social networks 14. strategies to promote self-advocacy skills of individuals with disabilities
Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course	<p>Students will develop an awareness of their own personal values, attitudes and beliefs about people with disabilities.</p> <p>Students will develop an understanding of the ways various perspectives affect a person's ability to adjust and adapt to disability.</p>	<p>Weekly Quizzes with Journaling</p> <p>Submission of Book Review Writing for Publication</p>	<p>C. Lifespan Development Standard: 8. models of psychosocial adjustment and adaptation to illness and disability</p> <p>G. Rehabilitation Counseling Standard: 3. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability</p> <p>14. strategies to enhance adjustment and adaptation to disability</p>
Developing ethical reasoning and/or ethical decision making.	<p>Students will examine their own and societal attitudes towards people with disabilities, with a special emphasis on how attitudinal and environmental barriers restrict community integration and participation in society.</p>	<p>Weekly Quizzes with Journaling</p> <p>Submission of Book Review Writing for Publication</p>	<p>B. Social and Cultural Identities and Experiences Standard: 9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p> <p>D. Clinical Rehabilitation Counseling Standard: 10. strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence</p> <p>G. Rehabilitation Counseling Standard: 16. strategies to advocate on behalf of people with disabilities as related to disability and disability legislation</p>

Assignments - Learning Activities and Assessments in this Course

1. Weekly:

a) Reading, Listening/Watching, and Reflective Journaling:



This course is organized with Weekly Modules. Reading is assigned each week. Captioned video and audio recordings are also available for most weeks. Recordings include conversations with Dr. Julie Smart (author of our required textbook). There are additional recorded presentations such as TED talks, The Heumann Perspective, and more. Power point slides are available in the Weekly Modules too. You may find these slides helpful to organize, structure, understand, and review the materials covered. **You are expected to:**

i. READ, then listen/watch.

- i. ***Reading, before listening/watching the recordings, is important*** as these recordings are meant to provide supplemental information and provide a human touch to this self-directed course.

ii. WRITE, your reflections.

- i. ***For your reflective journaling, you will write about your weekly reading and listening/watching.*** In your journal, you are to write definitions, and paraphrase in your own words, defining the key terms and paraphrasing as a summary of important topics and why these are important to you. *In each weekly module are essential questions to guide your reflective journaling.* Some areas to *consider as you reflect,*
- How has disability been defined and messaged within your family of origin?
 - How have these definitions, messages, and expectations shaped and impacted you? (Note: messages are expressed verbally and nonverbally).
 - To the best of your ability, consider “where” these messages came from, identify the strengths in the messages and the areas, beliefs, or other things you would like to strengthen, change, and/or improve, discuss those, and what you are doing or willing to do for growth, and/or for these changes or improvements to happen.
 - How are your thoughts changing about disability? (or not changing)
 - How have you changed in what messages you send about disability to those around you such as your kids/family/friends/co-workers/community and employers/the people you serve and so on?
 - Other key components, concepts, applications, take-aways, and so on?
 - Remaining questions, murky, and muddy areas and possible options for finding the answers...

A Note on the Importance of Reflection for Rehabilitation Counselors

Through routine, purposeful reflections, you can increase your ability to pay attention, feel feelings, and be present (time) with presence (body). With expanded awareness, thinking becomes more flexible so problem-based focus may change to possibilities and solutions. Awareness, thinking, and actions are fluid over time for more informed choices and take more intentional actions. Thinking and actions are points of power that can be used (or not) to achieve aspirations



(i.e., outcomes) (refer to Martin, 2005). Combining reflection with writing is an effective method for professional learning and improving practices (for examples and more, refer to Universal Design for Transition, 2009; Brown, Leonard, & Arthur-Kelly, 2016; Rehabilitation Research and Training Center on Evidence-Based Practices in Vocational Rehabilitation Toolkit, 2016).

Writing Your Reflective Journaling each week thoughts, ideas, experiences, and impressions about the reading and listening/watching, then **submit** with your quiz (*worth 2 point each, 2x14 = 24 points with one dropped = 22 points total*).

All assignments in this course must be done by you such as quizzes must be completed by you and writing must be written by you *without unauthorized assistance, including but not limited to AI, other students, program graduates, family, friends...* **RATHER, if you need assistance, please use authorized assistance = the resources noted in this syllabus, on Canvas, and the personnel in the library, writing center, student success center. If you are having difficulty understanding these expectations and need help in doing so, reach out to your instructor.**

You will only earn credit for your complete work. Randomly writing off topic and/or incomplete reflective journaling will not earn 2 points. Grammar is not scored. You may use bullets and you may also graphically depict your thoughts, ideas, experiences, and impressions with drawing. Your reflections may be hand-written and you may upload a screen shot of your work. **In sum, you are to keep a [reflective journal](#), writing in your own words, *defining the key terms and paraphrasing as a summary of important topics and why* these are important to you. You upload your journal writing as part of your quiz, worth 2 points. Length is not graded but you are expected to include all required materials in your [reflective writing](#). or cut and paste to read the definition https://en.wikipedia.org/wiki/Reflective_writing **If you directly quote materials, you are expected to cite it giving credit to the author(s) and include the reference.****

Read more under Quizzes (next)

b) Quizzes:

- i. **Each week, you will need to take a quiz on Canvas.** The quiz will be available the entire week, opening on Monday morning and closing on Sunday evening. However, once opened, the quiz must be completed in a 24-hour period. Missed quizzes will not be re-opened. You will upload your weekly journal writing as part of the quiz. You may use your journal writing for assistance during the weekly quizzes. But, you are expected to do the quiz on your own without unauthorized assistance and you to do your writing without unauthorized assistance including but not limited to AI. Each quiz is worth 10 points with an additional 2 points for your reflective journaling as noted above. There are 14 quizzes of which 1 quiz will be dropped (lowest score or one quiz)
- ii. **Quizzes are worth 10 pts each with Reflective Journaling worth 2pts each** after dropping the 1 quiz there are 13 x 12pts = *156 points total*

2. Book Review and Writing for Publication



One of the most effective ways to learn about the lives of persons with disabilities is to read first-person accounts of their experiences with reflective review and writing a book review for publication applied to rehabilitation counseling. Read, Degeneffe and Grenawalt (2018) for the supporting research and to refer to Table 1: list of published book reviews, these are some examples in the context of rehabilitation counseling education. **For a recently published book review refer by a USU rehabilitation counseling student refer to Hunsaker (2023), “Three Lessons Learning from Judy Heumann”, available in the assignment on Canvas.**

For this assignment, you will:

1. **locate and select a book** that gives a first-person account of a person with a disability either through the perspective of person with a disability or their family members
 - a. You need to do a search.
 - b. You will need to locate, select, and read a book

For instructions and assistance for doing a library search – go to assignment and to Help with Research on Canvas

2. **locate and select a journal for your book review submission**
 - a. *Some journals in rehabilitation counseling for your book review submission:* a) Rehabilitation Research, Policy, and Education, b) the Journal of Rehabilitation, c) Rehabilitation Counseling Bulletin, d) the Journal of Applied Rehabilitation Counseling, and e) The Rehabilitation Counselors and Educators (RCEA) Journal
 - b. *You may choose a journal in addition to the those listed above*
3. **read your selected and write a book review for submission following the course assignment instructions and using the journal guidelines** with APA formatting unless otherwise noted by journal;
4. **submit your book review, written by you without AI or other unauthorized assistance, to the journal;**
5. **get verification of your submission from the journal;** and
6. **to earn credit, submit your review and the verification of submission to Canvas assignment by the deadline.**

This book review assignment is broken into the following due dates:

1. **Select Book and Journal (Week 5)**
 - a. **Submit book title and target journal**
2. **Submit one-paragraph (Week 10)**
 - b. **Describe why this is your chosen book and draft of your review (two to three complete sentences; think purpose, main points, and conclusion)**



- c. Describe **why this is your chosen Journal** to target your book review submission and the journal **guidelines for submission (one to two complete sentences; include link to the journal guidelines or upload the guidelines; this can be a screen shot)**
- 3. Submit Book Review (Week 14)**
- d. Submit your book review to journal for consideration for publication
 - i. ***To earn credit for the assignment, this should be your own original writing. You must provide verification*** that you have ***submitted*** your review to an academic or professional journal. Your submission ***does not have to be accepted*** for publication to earn credit. **But, you must submit your verification of your submission for publication with your book review** to earn credit for this assignment (***worth 49 points total***).

Writing Help

Before any submission of any assignment, students can access the Writing Center at USU for support and help. Use the writing center support rather than using unauthorized assistance such as AI, other students, 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](#) or cut and paste <https://writing.usu.edu/>

For information about the journal expectations, students are encouraged to *contact the editor of the journal and/or other journal contacts*. You are welcome to arrange time with your instructor for additional support too. Also refer to the assignment instructions beginning on page 6.

3. FINAL EXAM

The final exam is comprehensive and cumulative given during finals week. Therefore, the content covers the entire semester and questions are multiple choice (***worth 20 points total***). 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 Smart (2016) and other readings are on Canvas. 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, writing and submitting your reflective journaling, doing your book review, and taking the final as scheduled. The schedule outlines the required readings and assignment due dates. Also, follow the modules on Canvas.

Course Schedule		
Week	Topic and Assigned Reading	Assignment
Week 1	<p>Topic: Defining Disability Read: Syllabus Chapter 1 from your course text (Disability, Society, and the Individual, Smart, 2016) <i>Articles on Canvas in weekly module</i> Forber-Pratt, A. J. (2019). (Re)defining Disability Culture: Perspectives From the Americans with Disabilities Act Generation. <i>Culture & Psychology, 25(2)</i>, 241–256. United States Census Bureau (2017). Measuring Disability in a Census. Select Topics in International Census. <i>U.S. Aid from the American People. U.S. Department of Commerce.</i></p> <p>Colbridge, T. D. (2000). Defining disability under the Americans with Disabilities Act. <i>FBI L. Enforcement Bull.</i>, 69, 28.</p>	<p>Take Quiz Include Journal Writing</p>
Week 2	<p>Topic: Models of Disability Read Chapter 2 from Smart's Disability, Society, and the Individual. <i>Articles on Canvas in weekly module</i> Julie F. Smart, & David W. Smart. (2006). Models of Disability: Implications for the Counseling Profession. <i>Journal of Counseling & Development, 84(1)</i>, 29–40. https://doi.org/10.1002/j.1556-6678.2006.tb00377.</p> <p>International Classification of Functioning, Disability, and health</p>	<p>Take Reading Quiz Include Journal Writing</p>
Week 3	<p>Topic: Prejudice Read Chapters 3 &4 in Smart's Disability, Society, and the Individual <i>Article on Canvas in weekly module</i> Kallman, D. (2017). Integrating disability: Boomerang effects when using positive media exemplars to reduce disability prejudice. <i>International Journal of Disability, Development and Education, 64(6)</i>, 644-662.</p>	<p>Take Reading Quiz Include Journal Writing</p>
Week 4	<p>Topic: Experiencing Prejudice Read Chapter 5 in Smart's Disability, Society, and the Individual</p>	<p>Take Reading</p>



	<p><i>Articles on Canvas in weekly module</i> Nario-Redmond, M. R., Kemerling, A. A., & Silverman, A. (2019). Hostile, Benevolent, and Ambivalent Ableism: Contemporary Manifestations. <i>Journal of Social Issues, 75(3)</i>, 726–756.</p> <p>Olkin, R., Hayward, H. S., Abbene, M. S., & VanHeel, G. (2019). The experiences of microaggressions against women with visible and invisible disabilities. <i>Journal of Social Issues, 75(3)</i>, 757-785.</p>	<p>Quiz Include Journal Writing</p>
Week 5	<p>Topic: Response to Disability Read Chapter 6 From Smart, J. (2016). Disability, Society, and the Individual <i>Articles on Canvas in weekly module</i> Altmann, J. (2016). I Don't Want to Be "Inspiring". New York Times.</p> <p>Ramsay W. (2015). The Myth of Psychiatric Diagnosis</p>	<p>Take Reading Quiz Include Journal Writing Submit selected Book for Book Review and Target Journal for Review Submission</p>
Week 6	<p>Topic: Disability Onset Read Chapter 7 from Smart, J. (2016). Disability, Society, and the Individual. <i>Articles on Canvas in weekly module</i> O'Brien, C. A., & Placier, P. (2015). Deaf culture and competing discourses in a residential school for the deaf: "Can do" versus "can't do". <i>Equity & Excellence in Education, 48(2)</i>, 320-338.</p> <p>Bogart, K. R. (2014). The role of disability self-concept in adaptation to congenital or acquired disability. <i>Rehabilitation Psychology, 59(1)</i>, 107–115. https://doi.org/10.1037/a0035800</p>	<p>Take Reading Quiz Include Journal Writing</p>
Week 7	<p>Topic: Type of Onset & Response Read Chapter 8 from Smart, J. (2016). Disability, Society, and the Individual. <i>Articles on Canvas in weekly module</i> Ingrid MH Brands, Derick T Wade, Sven Z Stapert, Caroline M van Heugten. "The Adaption Process Following Acute Onset Disability: An Interactive Two-Dimensional Approach Applied to</p>	<p>Take Reading Quiz Include Journal Writing</p>



	<p>Acquired Brain Injury.” <i>Clinical Rehabilitation</i> 26, no. 9 (2012): 841–52.</p> <p>Campolieti, M. (2009). Worker Adaptation and the Desire for Accommodations after the Onset of a Disability. <i>Industrial Relations</i> 48(2). 329-349.</p>	
Week 8	<p>Topic: More Individual Response</p> <p>Read chapter 9 in Smart, J. (2016). <i>Disability, Society, and the Individual</i>.</p> <p><i>Articles on Canvas in weekly module</i></p> <p>Zapata, M. A. (2018). Personal Disability Identity in Retinitis Pigmentosa. <i>Rehabilitation Psychology</i>, 63(4), 512–520.</p> <p>Marriott, C., Parish, C., Griffiths, C., & Fish, R. (2020). Experiences of shame and intellectual disabilities: Two case studies. <i>Journal of Intellectual Disabilities</i>, 24(4), 489-502.</p> <p>The 411 on Disability Disclosure. A workbook for families, educators, youth service professionals, and adult allies who care about youth with disabilities. <i>Office of Disability Employment Policy</i></p>	<p>Take Reading Quiz Include Journal Writing</p>
Week 9	<p>Topic: Evolving Disability History</p> <p>Read Epilogue in Smart, J. (2016). <i>Disability, Society, and the Individual</i>.</p> <p><i>Articles on Canvas in weekly module</i></p> <p>Marini, I., Glover-Graf, N. M., & Millington, M. J. (2018). <i>The History of Treatment Toward Persons with Disabilities</i>. Chapter 1 <i>In Psychosocial aspects of disability: Insider Perspectives and Counseling Strategies</i> (2nd ed, pp. 3–32). Springer Publishing Company.</p> <p>Bubar, J. (2020, October). <i>A Declaration of Equality. Thirty years ago, congress passed the Americans with Disabilities Act, an important civil rights milestone that protects people with disabilities from discrimination</i>. The New York Times.</p> <p>Climaco, M., (2020, February 25. <i>Confronting shame—and accepting my disability—with Judy Heumann</i>. Ford Foundation.</p>	<p>Submit Book Review Paragraph</p> <p>Take Reading Quiz Include Journal Writing</p>
Week 10 SPRING BREAK – No Class This week		
Week 11	<p>Topic: Supporting Families</p> <p><i>Readings on Canvas in weekly module</i></p> <p>Kearney, P. M., & Griffin, T. (2001). Between joy and sorrow: Being a parent of a child with developmental disability. <i>Journal of Advanced Nursing</i>, 34(5), 582–592.</p> <p>Rosenthal, D. A., Kosciulek, J., Lee, G. K., Frain, M., & Ditchman, N. (2009). Family Adaption to Chronic Illness and Disability. <i>In</i></p>	<p>Take Reading Quiz Include Journal Writing</p>



	<p><i>Understanding Psychosocial Adjustment to Chronic Illness and Disability: A Handbook for Evidence-Based Practitioners in Rehabilitation.</i> Springer Publishing Company. Stuntzner, S., & Hartley, M. (2015). Family resilience following disability: Enhancing counselors' skills. <i>Vistas Online.</i></p>	
Week 12	<p>Topic: Healthcare <i>Readings Canvas in weekly module</i> Become a Disability A.L.L.Y. in Your Community and Improve Inclusion for All CDC Network, A. N. (2017). Accessible Health Care. World Health Organization. (2022). <i>Global report on health equity for persons with disabilities: Executive summary.</i> Network, A. N. (2020). <i>Health Care and the Americans with Disabilities Act.</i> Pharr, J. (2013). Accessible medical equipment for patients with disabilities in primary care clinics: why is it lacking? <i>Disability and Health Journal, (2)</i>, 124-132. Ramasawakh, M. (2020). Incontinence is a Public Health Issue - And We Need to Talk About it. In Wong, A. (Ed.). (2020). <i>Disability visibility: First-person stories from the twenty-first century.</i> Vintage.</p>	<p>Take Reading Quiz Include Journal Writing</p>
Week 13	<p>Topic: Romance, Sexuality, and Parenting <i>Readings Canvas in weekly module</i> Pebdani, R. N., & Tashjian, A. (2022). An Analysis of the Attitudes of the General Public Towards the Sexuality of Individuals with Disabilities Through a Systematic Literature Review. <i>Sexuality and Disability, 40(1)</i>, 21–55. https://doi.org/10.1007/s11195-021-09700-4 Iezzoni, L. I., & Mitra, M. (2017). Transcending the counter-normative: Sexual and reproductive health and persons with disability. <i>Disability and Health Journal, 1–2.</i> https://doi.org/10.1016/j.dhjo.2017.04.001 Powell, R. (n.d.). <i>Disability Rights and Parenting with a Disability.</i></p>	<p>Take Reading Quiz Include Journal Writing</p>
Week 14	<p>Topic: Dignity, Quality, and Advocacy <i>Readings Canvas in weekly module</i> Watt, H. (2020). <i>The Dignity of Human Life: Sketching Out an "Equal Worth" Approach.</i> 36, 12. Bishop, M. (2005). Quality of life and psychosocial adaptation to chronic illness and disability: Preliminary analysis of a conceptual and theoretical synthesis. <i>Rehabilitation Counseling Bulletin, 48(4)</i>, 219-231.</p>	<p>Take Reading Quiz Include Journal Writing Submit Book Review to</p>



	<p>Make it a Fable: Advocating for work, for people with disabilities (makeitfable.com) If you already completed the Advocating for Work – consider choosing another one to complete.</p>	Journal get Verification of Submission
Week 15	<p>Topic: Retiring, Aging, Death, and Dying <i>Readings Canvas in weekly module</i> Goods, N., & Millsteed, J. (2016). Understanding retirement for aging adults with a disability in supported employment. <i>British Journal of Occupational Therapy</i>, 79(11), 713–721. https://doi.org/10.1177/0308022616662051 Shogren, K. A., Wehmeyer, M. L., Lassmann, H., & Forber-Pratt, A. J. (2017). Supported decision making: A synthesis of the literature across intellectual disability, mental health, and aging. <i>Education and Training in Autism and Developmental Disabilities</i>, 52(2), 144–157. Minkler, M., & Fadem, P. (2002). “Successful aging:”: A disability perspective. <i>Journal of Disability Policy Studies</i>, 12(4), 229–235. https://doi.org/10.1177/104420730201200402 Aging With a Developmental Disability. (2005). <i>Ontario Partnership on Aging And Developmental Disabilities.</i></p>	<p>Take Reading Quiz Include Journal Writing Final Deadline to Submit Book Review with Verification Evidence of Your Book Review Submission</p>
Week 16	16: Finals Week	Take Final Exam

Grading Guidelines & Policies

Course Assignments & Grading

Assignments

Weekly Quizzes with Reflective Journaling (13 x 12pts)
Book Review & Verification of Submission to Journal
Final Exam

Total Points
225

156 pts
49 pts
20 pts

Grading Scale

Total Points = 225			
<u>Percentage</u>	<u>Letter Grade</u>	<u>Max</u>	<u>Min</u>
0.94	A	225	211
0.90	A-	210	202
0.87	B+	201	195
0.84	B	194	189



0.80	B-	188	180
0.77	C+	179	173
0.74	C	172	166

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, 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/>

For information about the journal expectations, students are encouraged to *contact the editor of the journal and/or other journal contacts*. You are welcome to arrange time with your instructor for additional support too. Also refer to the assignment instructions beginning on page 6.



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...

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 in choice of book to read and review
- **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., not using unauthorized assistance)
- **Justice:** To be fair in the treatment of all.
 - Observable example applied to this class:
 - Developing deepened awareness through your exploration and reflections
- **Nonmaleficence:** To do no harm to others.
 - Observable example applied to this class:
 - Acting professionally and respectfully in acting, writing, and voicing
- **Veracity:** To be honest.
 - Observable example applied to this class:
 - Completing assignments using your own words and efforts and 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
- Seek assistance and reach out
- Complete the assignments and quizzes
- Use USU resources
- 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 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

- Ms. Kris Wengreen, Program Coordinator and Advisor kris.wengreen@usu.edu or 435-797-3246
- Dr. Kathleen (Kat) Oertle, Course Instructor, via Canvas or 435-797-3241

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

Well done, thank you for reading all the way through this syllabus!! If you need something, I invite you to reach out by calling, 435-797-3241. I am grateful to have this experience with you. With Loving-Kindness, Your Instructor, Kathleen (Kat) Marie Oertle