

Utah State University

**REH6160 Career Development, Analysis, and Employment
(3 credit hours) Tuesdays 4:30 to 7:00 PM (MT)**

Syllabus

Instructor: Kathleen (Kat) Marie Oertle,
Associate Professor, PhD, CRC, LVRC-Utah, CVT-retired
Through Canvas Inbox; On-Campus Office: Visit in-person
Utah State University, Logan campus at SCCE 417
Or Zoom Virtual Office
Phone: (435) 797-3241



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Instructor Contact and General Course Information:

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

On-Campus Office: Visit in-person Utah State University, Logan campus at SCCE 417

Or Zoom Virtual Office

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, *on Tuesdays before class from 3:30-4:30 PM (MT)* or make an appointment for another day/time

Course Prefix & Name: REH6160: Career Development, Analysis, & Employment

Semester/Year: Fall 2024

This is a required course for the [Transition Education and Services Certificate](#)

(Interested in the Certificate? Contact Kat and/or Kris) and for the *Rehabilitation Counseling Master's program*

Course Location: online classroom in Zoom, please enter through Canvas. Classes are taught live unless otherwise noted. Changes will be announced using Canvas announcements, Canvas Inbox, and/or during live classes.

Course Meeting: Tuesdays, 4:30 PM – 7:00 PM (Mountain Time, MT)

Credit Hours: 3

Important Note for Syllabus Navigation: beginning on page 4 for descriptions of activities, assignments, and assessments. Also refer to the course schedule which begins on page 8.

Canvas

For assistance with Canvas, contact CANVAS Support at (877) 399 1958. For tips, and more refer to "[Canvas Orientation for Students](#)" and [search the Canvas Guide](#)

Zoom

- [Activate your student Zoom account](#)
- Zoom technical help IT Service Desk 435-797-4357

Disclaimer

In life, adjustments are necessary. To best achieve the purpose and objectives of the course, your instructor **reserves the right to change** any and all - class meetings, 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 – More on Canvas

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

Call 988, [National Suicide Prevention Lifeline](#) or 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.
- [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 need for and how to develop individualized supports and strategies to *promote integrated competitive employment* for all individuals with disabilities. Students will have specialized knowledge for applications when *working with transition-age students and youth* with disabilities. The successful student will learn about career development theories and models used during the employment process. The successful student will have access and knowledge of how use to validated strategies used for assessment, networking, job analysis, job development, on-the-job support, and follow-along.

COURSE REQUIREMENTS

Your instructor has thoughtfully selected the readings, and has designed the assignments and activities with the primary purpose of preparing you for jobs/careers across the various practice settings in which rehabilitation counselors may work. For preparation to participate fully, you are expected to **read all assigned readings and complete the Learning Labs (more details below) prior** to attending class. Use active reading which is described in more detail below. Additional strategies may be helpful, you can find tips for studying at the [Academic Success Center](#). You are welcome to work ahead on the learning labs before these labs are scheduled as you have access to all on Canvas and in your textbook (Luecking, 2020). However, please be prepared each week for large and small in-class discussions using the course schedule. Aligned with this schedule, Canvas is organized in Weekly Modules with the information too.

Required Books and Readings:

➤ Textbooks

1. "The Way to Work" – Luecking (2020) 2nd Edition (ISBN: 9781681253664)
 - Note: The Learning Labs are in this book.

➤ Research Literature

1. Assigned research papers are available on Canvas.

Learning Activities and Assessments

You are expected to complete your reflective, mindful, and active learning activities independently. ***This means completing all the assignments as instructed and on your own – no outside help including using AI.*** Completing the assignments with your reflection, mind, and activities is the point of doing these assignments. For assistance, reach out to your instructor.

1. **Participation:** To make the most of our time together, in your preparation, you are expected to read the assigned readings and to complete the assignments as instructed each week. For class meetings, you are expected to be on-time, and stay for the entire class discussion. For the general rules of engagement, we will follow the field, program, and course expectations to guide our interactions with attention to the overall impact on



our learning community. *During class, we will be using student engagement and classroom assessment techniques as well as the learning labs (more in assignments; course schedule; and during class). In-class discussions will be in large and small groups which will be assigned during class. Your preparation is needed to full participation and to support our learning community. Reminder, please reach out for assistance. Some ways to reach out...contact information for your instructor and the program coordinator; check out the USU and community resources, come to office hours, reach out during class, and/or arrange another time/day...

a. Weekly

i. Activities for Reflective and Active Learning

Simply skimming the readings will not work. For engaged learning, by design, ***discussions are expected during the time we spend together.*** For your preparations, ***read each week, identify*** the key words, ***and write*** the definitions and/or descriptions. ***Write-out*** your responses to the guiding assessment questions as well as the questions you create (refer to course schedule for guiding questions and on canvas for additional resources and supports for active learning strategies).

ii. Learning Labs (15 pts)

Our class discussions will include the Learning Labs from Luecking (2020). You are expected to read and try out Learning Lab *before class* and *be prepared* to share in class.

The Learning Labs are part of the assigned Chapters located in Luecking (2020) beginning in Chapter 3. These labs are found on pages 55, 92, 110, 127, 150, 175, 201, and 220. To earn credit, you are expected to complete the learning labs independently prior to class to be prepared for the in-class discussion, and you must be in class for the learning lab discussion.

Completing the learning labs with ***your reflection, mind, and activities*** and **having thoughtful in-class discussions are the points** of doing these assignments, so *there are no "right" answers*. The discussion with your independent reflective process is the purpose for these learning labs.

You are to complete your own work without using AI or other technology or outside help. There are no make-ups or exceptions, refer to course schedule for when the discussions are planned. You do not need to simplify or quicken completing the learning labs because you are expected to try. You may modify the activities to fit your situation, and if you need assistance including more time, and/or help understanding to complete your work, you can reach out to your instructor.



2. Assessments (110 points):

- a. *Pre-Test - Assessment I (30 points)*: This assessment is being used to collect data to measure your initial understanding. When you take the assessment, you will receive full credit (30 points) regardless of your score. You do not need to study and please do not look in your text, on the internet, or ask your colleagues for the answers. This assessment is simply to help understand, at the beginning of the class, your experience with career development, analysis, and employment. NOTE: If you have limited or no experience, you may find that you do not earn a high score, which is to be expected. The assessment is open for 24 hours and must be completed independently.
- b. *Mid-Term Assessment II (30 points)* The assessment is open for 24 hours and must be completed independently.
- c. *Practice Assessment (0 points)* Completed together in class (refer course schedule)
- d. *Post-Test Assessment III (50 points)*: This assessment is intended to measure your progress in this course. The questions on this assessment will mirror the questions from Assessments I, II, and Practice. You may use your books and notes but you must complete the assessment independently. This exam will be given at the conclusion of this course during finals week and is open for 24 hours. ***The examination date is fixed and will not be altered.***

3. Self-Employment Modules (50 points)

These modules are the self-employment and telecommuting pre-service curriculum called, *Orientation to Self-Employment and Telecommuting*. This state-of-the-art training is provided by the Center for Self-Employment. [You will use the link provided to access the training](#). You will have to register. This training has no additional cost. To earn credit:

- a. Complete the pre-assessment, post-assessment, and course evaluation
 - i. For credit, upload the receive an email confirming completion.
- b. Refer to course schedule for when modules are scheduled.
 - i. Class time is scheduled but because this is done independently, you may begin this assignment anytime during the semester. *Note*: Your completed materials and proof of completion must be uploaded before the end of the semester.

4. Fable Pathways Course (50 points)



This is state-of-the art training is provided by [Fable](#). You will [use the link provided to access](#) the training, **choose one**, and then, you will complete it. *You are to choose one you have not already completed.* For instance, if you completed the [Advocacy for Work - Training with Judy Heumann](#) in REH6120 spring 2023, you will need to choose another Fable training. To earn credit:

- a. Complete the forms and activities.
 - i. For credit, upload your completed work and the documentation you receive confirming completion.
- b. Refer to course schedule for when the Fable course is scheduled.
 - i. Class time is scheduled but because this is done independently, you may begin this assignment anytime during the semester. *Note:* Your completed materials and proof of completion must be uploaded before the end of the semester.

For more details, refer to instructions, and ask questions during class and instructor office hours.

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, display of student work, and story-telling are by design used to promote learning, demonstrate accomplishment, and evaluate quality over time. In addition, specifically named students have given their approval to showcase their work in this class.

Grading Guidelines & Policies

Course Assignment Points & Grading Scale

Assignments	Points	Total Points
		225
Proof of Completion: Learning Lab/Engaging In-Class Discussions		15
Multiple Question Assessments		110
Pre-Test	30 pts	
Mid-Term	30 pts	
Practice	0 pts	
Post-Test	50 pts	
Proof of Completion of Self-Employment Modules		50
Proof of Completion of One Fable Course		50



Grading Scale

Total Points = 225

<u>Percentage</u>	<u>Letter</u>	<u>Max</u>	<u>Min</u>
	<u>Grade</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); this is a letter grade of "C".

Course Schedule

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. **Actively read before** you come to class as in-class discussions are designed with this expectation. **Prepare for class by identifying the key words and writing definitions as well as reflecting upon, and then writing** your responses to **the following guiding assessment questions** (your own words and keeping track of the sources/references):



QUESTIONS TO ASK ABOUT READING	
AUTHOR'S PURPOSE <ul style="list-style-type: none">• Is the author trying to persuade, inform, or entertain the reader?• What message does the author want the reader to know?• Why did the author write this piece?	ASKING QUESTIONS <ul style="list-style-type: none">• What questions do you have about what you read?• What is something that you would ask the author?• What else would you like to know about this topic?• What do you think was the most important part?
MONITORING YOURSELF <ul style="list-style-type: none">• What background knowledge do you have that relates to this text?• Did you ask yourself questions as you read?• Did you reread sections that were difficult?• What did you do when you came to a word you didn't know?	INFERENCE <ul style="list-style-type: none">• What is a generalization you can make about the main character?• What is something you can figure out about the story that the author didn't tell you?
SUMMARY & MAIN IDEA <ul style="list-style-type: none">• What is the main idea? What are two supporting details?• What would be a good title for this selection?• What happened at the climax of the story?• Write a summary including beginning, middle, and end.	CONNECTIONS <ul style="list-style-type: none">• What does this passage remind you of?• What is another book you have read that has something in common with this one?• What books have you read that have a similar theme or message?• What is something you have learned this year that relates to the story?

The following questions are modified from Angelo with Zakrajsek, 2024, **use these questions to help you reflect while you are reading. In your own words, keeping track of the sources/references, write your responses:**

1. List and give two to three examples of the main points you learned
2. Write your reflections about these main points and how this information could be applied.
3. Write two to three questions that you need to answer in order to continue learning.
4. What did you do that helped you learn in this situation? Give two to three examples
5. In the future, what could you do differently to increase/improve your learning? Give two to three examples.
6. Your additions....

During class discussions, we will be using classroom assessment techniques based on the above questions

* There will be questions generated from the weekly readings, learning labs, and course materials*

In class, you will work independently, with your instructor, and in groups (groups will be assigned during class)



You are expected to be prepared to participate in the activities and discussions

Weekly Assignments to Actively Read (it is highly recommended you double check dates and add the information to your schedule)

1. Introducing the Course - First Class Meeting – Discuss Expectations and Confirm Our Plan to Support our Learning Community

Required Reading: Syllabus and Canvas materials for Overview, Expectations

To Do: Prepare for Q and A

2. Legislation, Regulations, Theories – Setting the Stage for Careers “Work is Good!” (Luecking, 2020, p. xxi) Setting the Context - Defining Disability, Prevalence, & Economic Outcomes - Guidelines and Rehabilitation Counseling Models for Employment

To Actively Read:

a. Textbook Reading:

i. Forward, Acknowledgement, and Introduction & Chapter 1
Luecking (2020)

ii. *Research Paper:*

1. Kalchik, S., & Oertle, K. (2010). The integral role of career development in supporting programs of study and career pathways. *Transition Highlights, 1*, 1–8.

For more background, refer to the Supplemental Readings – Review Chapters 5-10 Strauser (2021), this is a suggestion, as a refresher on Employment and Career Theory, available (print and electronic versions) in the Utah State University Library, for free. Please ask our librarian for assistance if you need help using the library.

3. No Zoom Class Meeting – Take Assessment I (open for 24 hours; no open book and notes; completed independently)

4. Assess – To Learn From – Getting to Know You – Person-Driven Processes

To Actively Read:

a. Textbook Reading:

i. Chapters 2 & 3 Luecking (2020)

b. Research Paper:

i. Raymaker, D. M., Sharer, M., Maslak, J., Powers, L. E., McDonald, K. E., Kapp, S. K., Moura, I., Wallington, A. “Furra,” & Nicolaidis, C. (2022). “[I] don’t wanna just be like a cog in the machine”: Narratives of autism and skilled employment. *Autism, 00(0)*, 1–11.

<https://doi.org/10.1177/13623613221080813>

ii. Sax, C. L. (2022). *Finding your Voice through Person-Driven Planning*.

To-Do:

1. Visit [Take Charge](#) or <http://interwork.sdsu.edu/sp/takecharge/>



2. Chapter 3 Learning Lab – Luecking (2020) – Complete with a student you are working with or complete from your point of view

For more background, refer to the Supplemental Readings – Review Chapters 11 & 12 Strauser (2021), this is a suggestion, as a refresher on assessments and employment, available (print and electronic versions) in the Utah State University Library, for free. Please ask our librarian for assistance if you need help using the library.

5. Assess (Continuing to Learn From)

To Actively Read:

- a. Textbook Reading:
 - i. Chapter 4 Luecking (2020)
 - ii. Ssmuga_Gyaanam+Bheda, D. (2022). *The Assessment Activist*. (Chapter 2). In *Reframing Assessment to Center: Equity Theories, Models, and Practices*. Eds. Henning, G. W., Baker, G. R., Jankowski, N. A., Lundquist, A. E., & Montenegro. Stylus Publishing, LLC. Sterling, Virginia.
- b. Research Paper:
 - i. The Employer Openness Survey (Gildride et al., 2006)
 - ii. Oertle, K. M., & O’Leary, S. (2017). The importance of career development in constructing vocational rehabilitation transition policies and practices. *Journal of Vocational Rehabilitation*, 46(3), 407–423. doi: 10.3233/JVR-170877

To-Do: Chapter 4 Learning Lab – Luecking (2020) – Disclosure or No Disclosure

6. Counseling and Connecting including Families, Parents, and Support Team Members

To Actively Read:

- a. Textbook Reading:
 - i. Chapter 5 Luecking (2020)
- b. Research Paper:

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

To-Do: Chapter 5 Learning Lab – Luecking (2020) – Family Perspectives

For more background, refer to the Supplemental Readings – Review Chapter 16 Strauser (2021), this is a suggestion, as a refresher on counseling and families, available (print and electronic versions) in the Utah State University Library, for free. Please ask our librarian for assistance if you need help using the library.

7. Identifying Partners for Employment and Career Development (Understanding Labor, Occupations, and Job Development)



Critical Influencer

To Actively Read:

- a. Textbook Reading:
 - i. Chapter 6 Luecking (2020)
- b. Research Paper Posted to Canvas:
McDonnall, M. C. (2017). Working with business: Counselor expectations, actions, and challenges, *Rehabilitation Research, Policy, and Education*, 31, 135-152. doi: 10.1891/2168-6653.31.2.135

To Do: Chapter 6 Learning Lab – Luecking (2020) – Expanding your network

For more background, refer to the Supplemental Readings – Review Chapter 17 in Strauser (2021), this is a suggestion, as a refresher on partnering, available (print and electronic versions) in the Utah State University Library, for free. Please ask our librarian for assistance if you need help using the library.

8. Mid-Way Stretch - No Class Meeting in Zoom – Time to Breathe and Process

To Do: Take Mid-Term Assessment II (open for 24 hours; open book and notes; completed independently)

9. Retaining Workplace Partners *Being Agents of Change*

To Actively Read:

- a. Textbook Reading:
 - i. Chapter 7 Luecking (2020)
- b. Research Paper:
Brooke, V. A., Revell, G., & Wehman, P. (2009). Quality indicators for competitive employment outcomes: What special education teachers need to know in transition planning. *Teaching Exceptional Children*, 41, 58–66.

To-Do: Chapter 7 Learning Lab – Luecking (2020) – Keeping Employers Happy

10. Supporting Success On-The-Job – Analysis, Instruction, and Support in the Workplace - Happy Halloween

To Actively Read:

- a. Textbook Reading:
 - i. Chapters 8 Luecking (2020)
- b. Research Paper: TACQE (n.d.) *Supported and Customized Employment: Side by Side Referral Decision Guide*. TACQE.com

To-Do: Chapter 8 Learning Lab – Luecking (2020) – Solving Obstacles at Work

11. No Class Meeting in Zoom: Orientation to Self-Employment - Use Class Time to Complete (per assignment instructions). More information is available in Canvas assignments. This is a graded assignment.



To Actively Read: All are in the Self-Employment Modules.

12. Supporting Success On-The-Job – Analysis, Instruction, and Support in the Workplace – (continued)

To Actively Read:

- b. Textbook Reading:
 - i. Chapter 9 Luecking (2020)
- c. Research Paper:
 - i. Nguyen, T., Stewart, D., & Gorter, J. W. (2018). Looking back to move forward: Reflections and lessons learned about transitions to adulthood for youth with disabilities. *Child: Care, Health and Development*, 44(1), 83–88. <https://doi.org/10.1111/cch.12534>

To-Do: Chapter 9 Learning Lab – Luecking (2020) – Workplace Mentors

**13. Working Together for Improved Practices to Increased Employment Outcome Equity
“Work is Good!” (p. xxi, Luecking, 2020)**

To Actively Read:

- a. Textbook Reading:
 - i. Chapters 10 and 11 Luecking (2020)
 - ii. Chapter 21 Strauser (2021)
- b. Research Paper:
 - 1. Franklin, M., Feller, R., & Yanar, B. (2015). Narrative assessment tools for career and life clarification and intentional exploration: Lily’s case study. *Journal of Career Planning and Adult Development*, Winter, 85-98.
 - 2. Uyanik, H., Shogren, K. A., & Blanck, P. (2017). Supported decision-making: Implications from positive psychology for assessment and intervention in rehabilitation and employment. *Journal of Occupational Rehabilitation*, 27, 498-506. doi:10.1007/s10926-017-9740-z

To-Do: Chapter 10 Learning Lab – Luecking (2020) – Potential Partners

14. No Class Meeting - Happy Thanksgiving

15. No required Class Meeting in Zoom

a. Study Session, Q & A, and Practice Assessment

- b. To Do: Fable** – Use Class Time to Complete One Fable Course of your choice (per assignment instructions). More information is available in Canvas assignments. This is a graded assignment. **To Actively Read: All are in the Course**

16. Finals Week – No Class Meeting Due by 11:59 PM (MT) **Take the Post-Test Final Assessment** (open for 24 hours; open book and notes; completed independently)



Appendix

STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

IDEA Center Learning Objectives	Standards	Assessment Methods	REH Course Learning Outcomes	Benchmarks
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	CACREP RC Career Development Assessment and Testing CEC Advanced Preparation Standard 2 – Curricular Content Knowledge (K2.1; S2.1-8)	Student Engagement and Classroom Assessment Techniques (Angelo with Zakrajsek, 2024; Angelo, & Cross 1993) – <i>Active and Reflective Reading</i> – refer to <i>assignments</i> Applying and Discussing the Learning Labs And completed Self-Employment Modules and Fable Course	Students will demonstrate their learning of: <ul style="list-style-type: none"> • law and policy related to employment of people with disabilities • history of support for and barriers to employment for people with disabilities • career development theories and how they can be applied to people with disabilities especially during the transition process. 	Assessment Score average of B or Higher and/or gain in score over the semester from pre to post. Passing Self-Employment Module and Fable Course



<p>Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course</p>	<p>CACREP RC Foundational and General Standards,</p> <p>CEC Advanced Preparation Standard 3 – Programs, Services, and Outcomes (K3.1-7; S3.1-6)</p> <p>Standard 4 – Research & Inquiry (K4.1-3; S4.1-3)</p> <p>Standard 7 – Collaboration (K7.1-3; S7.1-11)</p>	<p>Student Engagement and Classroom Assessment Techniques (Angelo with Zakrajsek, 2024; Angelo, & Cross 1993) – <i>Active and Reflective Reading</i></p> <p>– refer to <i>assignments</i></p> <p>Applying and Discussing the Learning Labs And completed Self-Employment Modules</p>	<p>Students will demonstrate their development in:</p> <ul style="list-style-type: none"> • ability to identify occupational and labor force information • knowledge of best practices in job development • ability to identify the components of job analysis • knowledge of strategies for effective teaching job tasks such as using systematic instruction. 	<p>Assessment Score average of B or Higher and/or gain in score over the semester from Pre to Post</p> <p>Passing Self-Employment Module and Fable Course</p>
<p>Developing ethical reasoning and/or ethical decision making.</p>	<p>CACREP RC Foundational and General Standards</p> <p>CEC Advanced Preparation Standard 1 –</p>	<p>Student Engagement and Classroom Assessment Techniques (Angelo with Zakrajsek, 2024; Angelo,</p>	<p>Students will demonstrate their development in:</p> <ul style="list-style-type: none"> • making informed ethical and legal decisions 	<p>Assessment Score average of B or Higher and/or gain in score over the semester from Pre to Post</p>



	<p>Assessment (K1.1; S1.1-7)</p> <p>CEC Advanced Preparation Standard 6 – Professional and Ethical Practice (K6.1-3; S6.1-2)</p>	<p>& Cross 1993)</p> <p>– <i>Active and Reflective Reading</i></p> <p>– refer to <i>assignments</i></p> <p>Discussing materials in class</p> <p>Applying and Discussing the Learning Labs</p>	<ul style="list-style-type: none"> • knowledge of strategies for promoting advocacy and determination • knowledge of career counseling models and applications • knowledge of principles of supported employment • knowledge of principles of customized employment • behaviors aligned with professional ethics and the course and program expectations (refer to course expectations and assignments and CRCC, 2023). 	<p>Passing Self-Employment Module and Fable Course</p> <p>Passing or Higher for Final Course Grade (refer to grading scale)</p>
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PROFESSIONAL STANDARDS AND STUDENT LEARNING OUTCOMES

The Council on Rehabilitation Education (CORE), which began in 1972 the formal process of accreditation of rehabilitation counseling education program curriculum (Geist, 1984; Shaw &



Kuehn, 2009), was merged with the Council of Accreditation of Counseling and Related Educational Programs (CACREP) on July 1, 2017. Members of CORE and CACREP worked together to develop the CACREP standards.

The CACREP Standards Aligned with This Course

REHABILITATION COUNSELING SPECIFIC STANDARDS

Section 2.F.4 – Career Development.

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, vocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

Section 2.F.7 – Assessment and Testing

- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations

Historical: Alignment with CORE Competencies

C.1.3 Legislation related to people with disabilities

- C.1.3.a. Apply the principles of disability-related legislation, including the rights of people with disabilities, to the practice of rehabilitation counseling.

C.1.6 Informed consumer choice and consumer empowerment



C.1.6.a. Integrate into practice an awareness of societal issues, trends, public policies, and developments, as they relate to rehabilitation. C.1.6.b. Articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.

C.1.7 Public policies, attitudinal barriers, and accessibility

C.1.7.a. Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers.

C.4.2 Job analysis, transferable skills analysis, work site modification and restructuring

C.4.2.a. Utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications, or job restructuring.

C.4.2.b. Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.

C.4.2.c. Apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.

C.4.3 Career counseling, career exploration, and vocational planning

C.4.3.a. Provide career counseling utilizing appropriate approaches and techniques.

C.4.3.b. Utilize career/occupational materials to assist the individual with a disability in vocational planning.

C.4.3.c. Facilitate involvement in vocational planning and career exploration.

C.4.4 Job readiness development

C.4.4.a. Assess an individual's (who lives with disability) readiness for gainful employment and assist individuals with a disability in increasing this readiness.

C.4.5 Employer consultation and disability prevention

C.4.5.a. Provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.

C.4.5.b. Consult with employers regarding accessibility and issues related to ADA compliance.

C.4.6 Workplace culture and environment

C.4.6.a. Describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.

C.4.7 Work conditioning/work hardening

C.4.7.a. Identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.

C.4.8 Vocational consultation and job placement strategies

C.4.8.a. Conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.

C.4.8.b. Identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.



C.4.8.c. Utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.

C.4.9 Career development theories

C.4.9.a. Apply career development theories as they relate to an individual with a disability.

C4.10 Supported employment, job coaching, and natural supports

C.4.10.a. Effectively use employment supports to enhance successful employment.

C.4.10.b. Assist individuals with a disability with developing skills and strategies on the job.

General Rehabilitation Counseling Program Course Policies and Expectations

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

Learning Environment

Behavior expectations are to be observed as outlined in the [student code](#). You are expected to engage in reasonable and substantial preparation for coursework, to follow course and class guidelines as set forth in syllabus and as enunciated by the instructor, and to complete all academic exercises with integrity. All interactions shall be conducted with courtesy, civility, decency, and a concern for personal dignity. As in all 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. Support your peers, yourself, the faculty and staff (e.g., sharing the discussion and not monopolizing, communicating with honesty and respectful, asking for help, being present, taking care, and so on).
3. Share personal experiences in the context of the course material maintaining confidentiality. Protect privacy by keeping personal accounts in the class setting and changing or not using names if you are speaking about others to protect their privacy or have their pre-approval to share their stories before you are disclosing
4. Use your camera with professionalism. Remember, cameras are required for full participation. Some instructors may require the camera to be on all the time, other courses may require limited or no cameras. However, we encourage you to ***consider***



your actions and environment while on camera that may impact the learning environment for the class. For example,

- a. Minimizing distractions (e.g., plan for care of family and/or pets ahead of class).
 - b. Turning your camera to a neutralized background (e.g., blank wall)
 - c. Using a filtered background (e.g., Zoom feature such as blurred background)
5. Complete the assignments by the due dates noted in this course syllabus. *There are no make-ups.*
 6. Give your attention to class during live classes. If you must attend to something other than class, leave and return quietly, with as little disruption as possible. Audio signals on cell phones, pagers, watches, and other devices should be turned off, or, if you must be available, set to vibrate. If you need to attend to something other than class (such as text), do so off camera. If disruptions go unmanaged, assistance will be provided at the instructor's discretion *such as turning your camera off, removing microphone, and/or being removed from the class.*
 7. Use your laptop (or other devices/equipment) for only class activities during live classes.
 8. Prepare for discussions by reading the assigned readings and completing the assignments before the weekly classes.

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. (A.9.d.)*



If you feel you are struggling in any way, we as faculty encourage you to reach out. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of, and at all times adhere to, the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, 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

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. Also, important is not making assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns.

Professional Writing: At graduate school, and as a professional, communicating clearly is expected with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. You may schedule an online session



too. For assistance phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. Check out and use the [Writing Center](#).

Attendance: *You are expected to attend.* Attendance is a critical aspect of student success and classroom engagement. *Students should let the professor know in advance if they need to be absent.* In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, you are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.

Participation: *You are expected to participate in all teaching activities.* Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. You are expected to demonstrate respect for one another, faculty, and staff in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

[Utah State University Campus Policies 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, kathleen.oertle@usu.edu 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](#).



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 with empathy for self and other; participate whether you agree and/or disagree using nonthreatening and anti-bully behavior. The expectation of professionalism includes in all communications no matter the form (this includes writing in Canvas Inbox and on assignments).

“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:
 - Asking for more information to challenge pre-assumptions about abilities in work, employment, and careers to develop deeper understanding of different ways of knowing
- **Beneficence:** To do good to others; to promote well-being.
 - Observable example applied to this class:
 - Asking for help, using resources, and contributing your best including in class discussions; acting with nonthreatening, antibullying behaviors for the best interest of all – *if you are not feeling well and/or you need to attend to outside, please do not come to class*. Watch the recording and contact your instructor via Canvas Inbox to notify and follow-up.
- **Fidelity:** To be faithful; to keep promises and honor the trust placed in you.
 - Observable example applied to this class:
 - Completing assignments, attending class, and participating in activities using your own words and efforts. Participating, contributing, and communicating in good faith.
- **Justice:** To be fair in the treatment of all.
 - Observable example applied to this class:
 - Doing your best to prepare by reading and doing the activities so you prepare to provide equitable and quality services
- **Nonmaleficence:** To do no harm to others.
 - Observable example applied to this class:



- Sharing stories without revealing details of identity and/or having prior approval before sharing identifiable information
- Veracity: To be honest.
 - Observable example applied to this class:
 - Telling the truth and sharing examples letting folks know about your own perceptions and limitations; uploading your work, that is your own work done independently as instructed, with honesty.

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.

Required Skills and Technology:

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



Our Classroom and the Delivery Format

Successful completion of this course requires being present and participating according to expectations. Only registered/enrolled students are to be in this class without prior approval of the instructor. The link to Zoom is located at “my Canvas course”. We will all be using Zoom for class meetings no matter if attending on-campus or at-a-distance. To communicate during the live class, unless otherwise instructed use the “raise your hand” function and your microphone. You will turn your video camera on and off as instructed. If needed, your camera and/or microphone will be turned off for you and/or your Zoom class session may be ended. However, you are welcome to turn your microphone and/or camera off as needed to support our learning community, professionalism, privacy, and/or minimize distractions. As need arises, you are welcome to reach out, follow up, and communicate via phone and/or the Canvas Inbox. *You should expect check-ins with you too by phone and/or Canvas Inbox.*

- [Activate your student Zoom account](#)
- Zoom technical help IT Service Desk 435-797-4357

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 or
 - [Resources for Zoom](#).

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:

Come prepared, bring your books, ideas, experiences, and questions to class:

- **Participate**
 - **Keep up** – actively read the assigned readings (before coming to class) – read and write-out the key words and definitions and your answers to the guiding assessment questions; complete the assignments as instructed and on your own – no outside help of any kind including using AI;
- **Contribute**
 - **Show up** – listen to others; be present and reflective; share your ideas; add to the group project; ask questions; be open and responsive to feedback; be prepared to discuss
- **Communicate**
 - **Speak up** – use communication methods and tools to ask for timely help, follow-up, provide input, and develop skills; ask for input and suggestions for growth

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

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:

- Be in class



- Minimize outside distractions. This may include needing to find alternatives for daycare and pet care
- Consider your attire and what is on camera behind and around you. You will be using your camera at times to fully participate
- Use your tools to participate in our learning community including turning off your camera and microphone to maintain quality, privacy, and professionalism
- Communicate with your instructor

You will need a quiet place to attend class in a location where you can maintain privacy. If you are using a public space, please use a private room. You risk of being removed from class when you rely on attending using a public hotspot and/or use cell phone or other device when it becomes distracting with noise, background, or movements. Do not have guests in our classroom without prior approval. attending from a distance, to prevent others who are not enrolled in class from “being” in our classroom, some ideas to try...some or all may be helpful to you...ask for privacy from those around you; use a private room; use earphones/buds/headsets; use a screen shade; use a neutralized background or filter...if you have more ideas, please share them. We are all responsible for our classroom community. ***As a person with a disability and as a member in this course, I expect myself and you all to act, use language, and dress in a manner that specifies professionalism. I need your support to create a classroom environment in Zoom so learning can occur. Together we can create a safe and supportive learning community.***

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

A Final Note

Well done, thank you for reading all the way through this syllabus!! I appreciate you. If you need something, I invite you to reach out by calling, 435-797-3241. Together we can create a respectful, safe, and meaningful learning community. You are an important part of our success. I am grateful to have this experience with you. *Live Today. Be Well, Stay Strong, and Take Care*

With Loving-Kindness, Your Instructor, Kathleen (Kat) Marie Oertle