



Department of Special
Education and Rehabilitation

USU-REH 6180 Syllabus
Mental Illness, Disability, & Trauma (2 credits)
Spring Semester 2025

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Office Hours: By Appointment
Course Meeting (Days & Time): Thursdays, 5:15-7:00 pm via Zoom
Credit Hours: 2

COURSE DESCRIPTION

This is an overview of the rehabilitation of persons with severe mental illness, including psychosocial and vocational rehabilitation, community integration, and treatment planning.

READINGS

Extensive readings will consist of book chapters from the required and optional texts and supplemental empirical articles (posted in Canvas). Supplemental readings can be downloaded from the course website. Students must complete all readings prior to the class period for which they are assigned, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.

Required Textbook: Corrigan, P. W., Rüsçh, N., Kosyluk, K., Sheehan, L., & Watson, A. C. (2024b). *Principles and practice of psychiatric rehabilitation: Promoting recovery and self-determination*. The Guilford Press. ISBN 978-1462553709

Additional References: Additional articles/readings will be provided via Canvas.

Optional Texts: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

Duffey, T., & Haberstroh, S. (2020). *Introduction to crisis and Trauma Counseling*. American Counseling Association. (Available through USU Library)



STUDENT LEARNING OUTCOMES

Student Learning Outcome #1: Learning fundamental principles, generalizations, and theories in psychiatric counseling.

- Assessment Method: group discussion, assignments, quizzes

CACREP Standard(s) 5.C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare

5.C.6. Strategies for interfacing with the legal system regarding court referred clients

5.C.7. strategies for interfacing with integrated behavioral healthcare professionals

5.C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

5.D.2. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

5.G.1. individual response to disability, including the role of families, communities, and other social networks

5.G.2. strategies to enhance adjustment and adaptation to disability

5.G.14. techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process

5.G.15. assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources

5.G.13. consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities

Student Learning Outcome #2: Learning to apply course material to improve assessment, problem solving, and decision making

- Assessment Method: group discussion, assignment, quizzes

CACREP Standard(s) 5.G.13. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

5.G.14. procedures for assessing clients' experience of trauma

5.G.10. use of symptom checklists, and personality and psychological testing



- 5.C.13. effects of crises, disasters, stress, grief, and trauma across the lifespan
- 5.D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
- 5.E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies

General Course Policies

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Adobe connect sessions in a professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute the adobe connect microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Remember, cameras are required for full participation. Some classes 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.
 - a. It may be necessary for you to arrange options for child care and pet care to minimize distractions.



5. Assignments are due on the dates noted in the course syllabus. This will typically be Sunday by 11:59 pm MST, unless otherwise noted. Assignments have an automatic 1-week extension. **Assignments will not be reopened once they are closed.**
6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom”. Leave and return quietly with as little disruption as possible.
7. Please use your laptop only for class activities or discussions.

Professional Performance Standards

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education 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, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2023; <https://crrcertification.com/code-of-ethics-4/>) states:

Section E.2.a - IMPAIRMENT. *CRCs/CCRCs are alert to the signs of impairment due to their own health issues or personal circumstances and refrain from offering or providing professional services when such impairment is likely to harm clients 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 it is determined they may safely resume their work. When CRCs/CCRCs have knowledge of the unethical conduct of another CRCs/CCRCs, they attempt to rectify the situation.*

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

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, see the code of ethics page referenced above). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility



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3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

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

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

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

Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

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



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

Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

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. 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. 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

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. 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. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing:

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

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students



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- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

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

Title IX – Sexual Misconduct and Discrimination

Utah State University 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 (<https://www.usu.edu/policies/339/> ([Links to an external site.](#))) 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. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

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 see their website at www.usu.edu/saavi/, 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.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

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

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)

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



Grading Guidelines & Policies

Course Assignments & Grading

1. **Written Assignments** (20 pts each): Students will provide a written assignment (reflection, exercise, etc.) Examples will be provided in Canvas files. (80 pts total)
2. **Treatment Objectives** (20 pts each): Students will engage in treatment planning through the lens of theory, based on case studies provided. (100 pts total)
3. **In-Class Activities** (5 pts each): Students will be given opportunities to participate in in-class activities for points. (30 pts total)
4. **Trauma Training Assignment** (20 pts): Students will complete one module of online clinically focused trauma training. Students may not count other previously completed training. The instructor will provide a list of free training available. After completion of the training, provide documentation that you completed the training and write a one-page single-spaced reflection paper.
5. **Trauma Specialty Project** (60 pts total): Students will prepare a project to demonstrate expertise in one specialty of trauma counseling. Details will be provided on Canvas.
6. **Final Reflection** (30 pts): Students will write a final reflection on their experience over the semester.

Assignment	Points	Total Max Points
Written Assignment(s)	20 pts each	80
Treatment Objectives	20 pts each	100
In-Class Activities	5 pts each	30
Trauma Specialty Topic Selection		10
Trauma Specialty Project	50 pts	50
Final Reflection	30 pts	30
	Total Points	300

Grading Scale

A:	94-100%	C+:	77-79%
A-:	90-93%	C:	74-76%
B+:	87-89%	C-:	70-73%
B:	84-86%	D:	60-69%
B-:	80-83%	F:	Below 59%

Special Education and Rehabilitation 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).

AI Use Permitted Under Certain Guidelines

In this course, students are permitted to use AI tools for all assignments, but only according to specific guidelines. Students may use AI for the following purposes:

- Researching topics
- Data analysis
- Textual analysis

The final assignment submission must be significantly edited by the student and demonstrate the student's own ideas, interpretation, effort, understanding, and input. AI should be cited as a reference when used for research and images or other artistic representations. Submissions that appear to be entirely or more than 20% generated by AI may be subject to reduced grades and/or a requirement to resubmit.

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 Utah State University, 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

(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

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

(<https://studentconduct.usu.edu/studentcode/article7>).

Course Schedule

Week	Topic	CACREP Standards	Assignments
1	Who are People with Psychiatric Disabilities?	5.G.1	• Assignment: Choosing a Theoretical Orientation
2	Stigma & Mental Health	5.G.1, 5.G.2, 5.C.8	• Assignment: Affinity Bias
3	Assessment	5.G.13, 5.G.14, 5.G.10	• Assignment: Treatment Objective #1
4	Illness & Wellness Self-Management/Care Coordination	5.C.2, 5.C.7, 5.G.13, 5.G.14, 5.G.15	• Care Coordination Assignment
5	Medications	5.C.2, 5.G.13	• Assignment: Treatment Objective #2
6	Family, Housing & Citizenship	5.D.2, 5.G.1, 5.G.2	• No Assignment Due
7	Employment & Education	5.D.2, 5.G.1, 5.G.2	• Assignment: Treatment Objective #3

8	Psychosis & Cognitive Challenges	5.G.2	• Assignment: Treatment Objective #4
9	Criminal Justice & Co-Occurring Substance Use Disorder	5.C.6, 5.C.8	• Assignment: Treatment Objective #5
10	• Spring Break – No Class		
11	Individual Trauma I: Childhood	5.C.13, 5.D.2, 5.E.20	• Trauma Training Assignment
12	Individual Trauma II: Adulthood (Online Module Only – No Class)	5.C.13, 5.D.2, 5.E.20	• Trauma Specialty Project Topic Selection Due
13	Trauma & The Family	5.C.13, 5.D.2, 5.E.20	• No Assignment Due
14	Trauma & The Military	5.C.13, 5.D.2, 5.E.20	• No Assignment Due
15	Large Scale Trauma & Emergency Response	5.C.13, 5.D.2, 5.E.20	• Trauma Specialty Project Due
16	• Final Reflection Due		

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.