



USU-REH 6260 Syllabus
Human Growth and Development in Rehabilitation (3 credits)
Fall Semester 2023

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Office Hours: By appointment

Course Location: Online

Course Meeting Day/Time: Thursdays 4:30-7:00pm MST
Students will log in to a live Zoom class every other week.

Course Description

This course provides an overview of the major developmental theories and the way in which these theories relate to various types of disabilities across the lifespan, with differing types and times of onset. Issues faced by individuals at each of the life stages are presented as well as methods to provide effective and appropriate support. Major career development theories are also presented.

Textbook: Kuther, T. L. (2020). Lifespan Development: Lives in Context. Second Edition

Auto Access eBook: Lifespan Development: Lives in Context eBook, 2e by Kuther

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

Readings

Extensive readings will consist of selections from the required textbook, as well as book chapters and supplemental empirical articles (posted in CANVAS under the corresponding module). These can be downloaded from the course website or obtained from other websites. Students must complete all readings prior to the class period for which they are assigned. 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.**

STUDENT LEARNING OUTCOMES

Key Learning Objective	CACREP Standard	Mechanisms to Achieve Objective
Describe development through the lifespan	3.a. Theories of individual and family development across the lifespan	Readings, Personal Development Paper, Discussion Board Posts and Responses.
Recognize biological, social, and psychological factors that impact development	3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Readings, in-class discussions, in-class case studies, Multicultural and Disabilities Presentations.
Apply theories and concepts when determining appropriate service provision	3.b. Theories of learning 3.c. Theories of normal and abnormal personality development	Readings, in-class Case Studies, Discussion Board Posts and Responses.
Recognize and acknowledge different perspectives (such as cultural) and learn how to account for them when providing services	3.f. Systemic and environmental factors that affect human development, functioning, and behavior	Readings, Multicultural Presentation, Discussion Board Posts and Responses.
Students will identify and organize ways to promote resilience across the lifespan.	3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Readings, Multicultural Presentation, in-class case studies.

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 also required to participate in in class group activities. During these discussions, students must use their microphone and camera. Please remember to mute the adobe connect microphone when you are not speaking. If a student is unable to participate in the course in a private location, they must wear headphones to protect student privacy.



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 childcare and pet care to minimize distractions.
 - b. Find a private location free of other people and distractions.
 - c. Attend class as if you were live in the classroom (e.g. not carrying out other chores), as you will be appearing on camera for group work.
 - d. Log into class on a computer. A cell phone will not be suitable.
 - e. If you are not alone in your environment, you must use headphones to protect the confidentiality of both your peers and your instructor.
5. Assignments are due on the dates noted in the course syllabus and in Canvas. **Late work will not be accepted for credit.**
 - a. Please contact your course instructor with any extenuating circumstances prior to the due date of an assignment.
6. This is a participation intensive course. For this reason and due to there only being 7 live sessions, attendance is mandatory. Students missing 2 or more synchronous (live) class sessions will not pass the course.
 - a. If you have to miss a live course night, please communicate with the course instructor prior to the missed synchronous course night, preferably 24 hours in advance.

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, 2017; https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf) states:

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.)*

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
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 live Zoom 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. **As previously noted, missing more than 2 live sessions will result in failure of the course.**

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.



Online Exam Proctoring:

Both your midterm and final will be taken either live (on-campus students) or online with test proctoring software that USU utilizes (Proctorio).

Please use this link to find the information necessary to download the software to your computer.

<https://www.usu.edu/testing/students/proctoring>

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
- 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.)[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



ASSIGNMENTS

Article Discussion Boards: (10 pts each)

Students have several article discussion boards due throughout the course. Students will be divided into teams to collaboratively review an assigned article. You will be graded on your participation and engagement in the discussion. These will be due on the CANVAS weeks and are expected to be completed **by 11:59 PM (MST) on Thursdays.**

Fact Sheets: (14 pts for each submission and 2 points for each peer review).

Students have several fact sheets due throughout the course. Students will be divided into teams to collaboratively review and provide feedback on the assigned fact sheets. Fact sheets should be limited to one page and will be a summary of facts and/or information the student finds interesting in the assigned readings and discussions from the assigned topics. These will be due on the CANVAS weeks and are expected to be uploaded **by 11:59 PM (MST) on Thursdays.** Peer reviews must be submitted by the following week.

Disabilities Presentation: (100 for presentation and 50 for peer feedback)

Students will choose a disability or birth defect from the reading or personal interest and prepare a 10 minute presentation to share in class. Students will upload their powerpoint presentation into CANVAS **before class on September 28th.** Students will also be required to provide feedback to their peers regarding presentations in class. Additional details will be provided in CANVAS.

Personal Development Paper: (200 pts)

Students will write a paper that incorporates two to three developmental phases about themselves. **The paper should be between 5-8 pages double-spaced in a Word document and be APA style (7th edition).** *Page length does not include Title and Reference pages.* This paper is due **by 11:59 PM (MST) on November 30th.** You may want to conduct interviews with family members to gain additional insight into your own human development. Detailed instructions are on Canvas.

Culture and Human Development Presentation: (100 pts for pres. and 50 for peer review)

Each student will identify a culture different from their own. "Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values." --Geert Hofstede (http://changingminds.org/explanations/culture/what_is_culture.htm)

Students will include at least three peer reviewed journal articles relating to the culture they have selected and developmental stages. Students will report their findings in a 10-minute recorded presentation which they will upload to canvas. Students must identify how they would respond



and interact with individuals in such cultures. Students will submit their recorded presentation **by 11:59 PM (MST) on November 23rd** and provide feedback to their group members **by 11:59 PM (MST) on November 30th**.

Final Exam: (130 pts)

*The final exam will be cumulative across the entire semester and consist of multiple choice and short answer questions. You will have 180 minutes to complete this exam. Once you have started the exam on Canvas it must be completed in the same session. **This will be given using Proctorio software.** The final exam will open at 6:00 AM (MST) on Monday December 11th and must be completed **by 11:59 PM (MST) on Thursday December 14th**.*

GRADING GUIDELINES & POLICIES

Course Assignments & Grading

Assignment	Points	Total Max Points
Weekly Quizzes (12)	5 pts each	60
Midterm	30	30
Community Based Visit Interview/Paper	20	20
Culture Presentation	20	20
Personal Development Paper	40	40
Final Exam	35	35

Total Points: 205

Grading Scale

A	100 % to 93.0%
A-	92.9.0 % to 90.0%
B+	89.9 % to 87.0%
B	86.9 % to 83.0%
B-	82.9 % to 80.0%
C+	79.9 % to 77.0%
C	76.9 % to 73.0%
C-	72.9 % to 70.0%
D+	69.9 % to 67.0%
D	66.9 % to 60.0%



Grading Scale

F 59.9 % to 0.0%

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).

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. Plagiarism software (Turnitin) is utilized in this course.

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

Reading Week = Asynchronous/No Live Session

Live = Students will log in to the ZOOM class for class by 4:30 PM (MST)

Date	Topic	Readings/Assignments	Points	CACREP Standard
August 31, 2023 Week 1 ZOOM	Understanding Human Development	Reading: Chapter 1 Class Engagement	25	3.a 3.f 3.i
September 7, 2023 Week 2 CANVAS	Psychoanalytic Theorists	Reading: Chapters 2 and 3 Development Fact Sheet Article Discussion Board: Bigelow et al., 2010	20 10	3.a 3.c
September 14, 2023 Week 3 ZOOM	Infancy and Toddlerhood	Reading: Chapter 4 Class Engagement	25	3.a 3.b 3.c 3.f
September 21, 2023 Week 4 CANVAS	Moral and Attachment Theories	Reading: Chapter 5 and 6 Infancy and Toddlerhood Factsheet Article Discussion Board: Menon (2017)	20 10	3.a 3.b 3.c
September 28, 2023	Disabilities	Reading: Chapter 7		3.e



Week 5 ZOOM		Class Engagement Disabilities Presentation Prestation Peer Review	25 100 50	3.f. 3.i.
October 5, 2023 Week 6 CANVAS	Behavioral Theorists	Chapter: 8 and 9 Childhood Fact Sheet Article Discussion Board: Votruba-Drzal (2006)	20 10	3.a 3.c 3.f
October 12, 2023 Week 7 ZOOM	Childhood	Reading: Chapters 10 Class Engagement	25	3.a 3.c 3.f
October 19, 2023 Week 8 CANVAS	Social and Cognitive Theories	Reading: Chapter 11 Adolescence Factsheet Article Discussion Board: Jourian (2015)	20	3.a 3.b 3.e 3.f
October 26, 2023 Week 9 ZOOM	Adolescence	Reading: Chapter 12 Class Engagement	25	3.a 3.b 3.e 3.f
November 2, 2023 Week 10 CANVAS	Moral Development	Reading: Chapter 13 and 14 Moral Development Factsheet Article Discussion Board: Meyer et al. (2015)	20 10	3.e 3.f
November 9, 2023 Week 11 ZOOM	Adulthood	Reading: Chapters 15 and 16 Class Engagement	25	3.a 3.b 3.e 3.f
November 16, 2023 Week 12 CANVAS	Late Adulthood	Chapters 17 and 18 Article Discussion Board: Molton & Yorkston (2017)	10	3.a 3.b 3.e 3.f
November 23, 2023 Week 13 THANKSGIVING	Cultural Development	Multicultural Presentations in CANVAS Presentation Peer Review	100 50	3.i
November 30, 2023 Week 14 CANVAS	Bereavement	Reading Chapters 19 Personal Development Paper	200	3.f 3.g 3.i
December 7, 2023 Week 15 ZOOM	Course Wrap Up	Class Engagement	25	3.a 3.b 3.c 3.e 3.i



December 15 th No Class Meeting	Finals Week – No Class	Due: Final Exam Open Monday 12/11-12/14 at 11:59pm	155	
Total			1000	

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. The professors 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 rational for changes. In the event changes are made, the amended syllabus will be discussed in class and uploaded into CANVAS.



GRADING RUBRIC

CRITERIA	F / D / D+	C / C+	B / B+	A
Analytical & Perceptive Skills	Demonstrates very superficial analysis and insights. Extremely limited reflections or effort appears to have been expended on the assignment.	Paper displays some difficulty with critical analysis and/or limited insight. Introspective thought and effort expended appear somewhat limited. Synthesis, critical analysis, and evaluation of information is incomplete.	Paper demonstrates the ability to thoughtfully analyze and provides deeper personal insights. However, topic is not fully explored. Paper demonstrates slight difficulties analyzing, evaluating, and/or synthesizing information critically.	Demonstrates the ability to fully explore the topic and analyze in-depth. Communicates advanced insights about the topic. Demonstrates the ability to organize, analyze, evaluate, and synthesize information critically.
Written Communication & Organizational Skills	Paper reflects extremely limited organizational skills. Demonstrates significant difficulty conveying information in writing. Thoughts are difficult to comprehend as presented.	Paper is poorly organized and information is not effectively presented. Thoughts are somewhat disjointed and/or disorganized.	Well organized presentation of information with some problems transitioning from one concept to another.	Demonstrates the ability to communicate written information in a coherent and effective fashion.
Writing Style	Paper is not in any type of recognizable APA Format. Grammatical and spelling errors are sufficient to make the paper exceedingly difficult to read.	Paper has many APA errors. Paper has several spelling and grammatical errors that confuse the reader. Choppy presentation of ideas.	Paper has some APA errors. Paper has some spelling and grammatical errors that do not confuse the reader. Ideas flow smoothly.	Paper utilizes APA correctly with very few/no errors. Paper has no to very few spelling or grammatical errors. Ideas flow smoothly.



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