

 Edit

USU-REH 6100 Syllabus

Professional Counseling Orientation (3 credits)

Course Overview

Instructors



 Brian Phillips, PhD, CRC

 Primary Instructor

 a00292138@usu.edu (<mailto:a00292138@usu.edu>)

 435.797.2381

 Department of Special Education and Rehabilitation Counseling

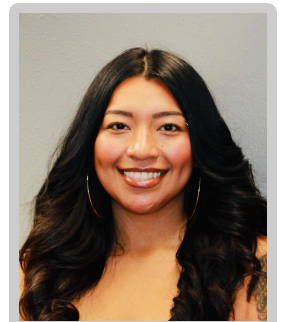
 Office Hours: By appointment (Please don't hesitate to reach out!)

 Marissa Hernandez, CRC

 Doctoral Student Instructor

 marissa.lockett@usu.edu (<mailto:a00292138@usu.edu>)

 Department of Special Education and Rehabilitation Counseling



Class Information

Course Location: Click on the Zoom link on the left-hand menu of the course page to access class.

- Since this is a synchronous course with a lot of class discussion, it is important to have a stable internet connection.

Course Meeting (Days & Time): Thursday, 4:30 PM to 7:00 PM* MST

*All times noted in this syllabus are Mountain Daylight/Standard Time. Please adjust accordingly.

Credits

This is a three-credit course. Students will meet 2.5 hours per week. In addition to regular classroom meetings, students will spend two hours each week on out-of-class activities for each credit, for a minimum of six additional hours per week, including homework, reading, writing, and researching.

Course Description

This course provides a broad orientation to the counseling profession. Students will familiarize themselves with counseling roles and functions, credentialing standards, and organizations relevant to practice. Foundational knowledge for practice as a rehabilitation counselor will also be provided.

Readings

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.

Required Textbook

- Hartley, M. T. & Tarvydas, V. M. (Eds.). (2022). *The professional practice of rehabilitation counseling* (3rd Edition). New York: Springer Publishing Company.
 - ISBN-10: 0826139035

Additional References

-  Nassar, S. C., & Niles, S. G. (Eds.) (2018). *Orientation to professional counseling: Past, present, and future trends*. Alexandria, VA: American Counseling Association.
 - ISBN: 97815560203664

- Neukrug, E. S. (2024). *A brief orientation to counseling: Professional identity, history, and standards* (3rd Edition). Boston, MA: Cengage Learning.
- Erford, B. T. (2023). *Orientation to the counseling profession: Advocacy, Ethics, and Essential Professional Foundations* (4th Edition). New York: Pearson Publishing Company
 - ISBN: 0134387791
- Rubin, S. E., Roessler, R. T., & Rumrill Jr., P. D. (2016). *Foundations of the vocational rehabilitation process* (7th). Austin, TX: Pro-Ed.

Student Learning Outcomes

A primary objective of this course is to gain a broad understanding of the profession of counseling and foundational knowledge of the rehabilitation counseling specialization. As such, students are expected to achieve the following learning objectives:

Students will:

1. Define key terms in counseling as well as counselor roles and functions.
2. Examine and understand the brief history of counseling, as well as social work, psychology, and psychiatry, to examine how these fields have impacted the counseling profession.
3. Identify different kinds of counselors and their professional organizations.
4. Understand the structure of a profession.
5. Examine the characteristics of the effective counselor, including those that jointly describe the working alliance: empathy, acceptance, genuineness, embracing a wellness perspective, cultural competence, among others.
6. Examine current issues and future trends in the counseling profession.
7. Examine accreditation practices in the counseling profession with a particular emphasis on the Council for Accreditation of Counseling and Related Educational Professions (CACREP).
8. Demonstrate a basic understanding of the disability rights and independent living movement.
9. Articulate a general understanding of disability specific legislation.
10. Be aware of the rehabilitation counselor's scope of practice and the various settings in which rehabilitation counselors are employed.
11. Have insight into the basic principles of rehabilitation philosophy.
12. Appreciate the sociopolitical context of rehabilitation practice.
13. Be familiar with the professional associations and corresponding journals connected with the profession of counseling and with rehabilitation Counseling.

Grading Guidelines and Policies

Grading Scale:

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

Grading System

Grade	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%

Grade	Range
F	< 61.0 % to 0.0%

*Students performing at or below a C should contact the instructor to determine a plan for improvement.

**Note:** I do not round decimal points at the end of the semester. Thus, a score of 93.9 receives an AB while a score of 94.00 receives an A

Assignments and Points

Assignments and Points		
Point Scale:	Points/Total each points	
In-Class Activities (4)	5	20
Disability Rights Activist Profiles		20
Professional Identity and Responsibility Paper		30
Final Exam		30
Total		100

Description of Coursework

In-Class Activities (20 points)



Students will complete five of six in-class text activities during the semester. Each text activity will be announced and completed in class on the date that it is due. Assignments (such as quizzes, reflection papers, or other activities) must be submitted in class on the day they are announced. These assignments are open-book and may be assigned as

group or individual work, designed to support application, discussion, and retention of the material. I will drop one in-class activity assignment, allowing you to miss one in-class activity without penalty to your grade.

In-class text activities completed outside of class will not be accepted.

Disability Rights Activist Profiles (20 points)

This assignment provides an exciting opportunity to learn and write about one of the many heroes of the disability rights movement. See the [assignment description](https://usu.instructure.com/courses/811997/assignments/5281293) (<https://usu.instructure.com/courses/811997/assignments/5281293>) under Assignments in Canvas for more information.

Exam (30 points)

The exam will cover all assigned readings and class content. The exam may include fill-in-the-blank, multiple-choice, short-answer, and/or essay. Exceptions for completing the examinations on the designated date must be worked out prior to the exam date.

Professional Identity and Responsibility Paper (30 points)

This assignment provides an opportunity for self-reflection and to plan for the future. See the [assignment description under Assignments](https://usu.instructure.com/courses/811997/assignments/5281299) (<https://usu.instructure.com/courses/811997/assignments/5281299>) in Canvas.

Use of Artificial Intelligence Tools for Support with Assignments

Many of you are aware of the increasing notoriety of artificial intelligence (AI) tools, like ChatGPT, used in higher education and other areas. Although AI has many positive and creative uses in higher education, it can also be used to shortchange learning and misrepresent sources. My expectations for you in this class are provided below:

- Students must not submit **any** assignments (essays, discussion posts, reflective essays) that are **entirely** generated by AI tools (like ChatGPT).
- You are permitted to use ChatGPT and other AI tools to assist you in gathering information, writing drafts, and revising your writing. However, you are expected to include a disclosure statement at the end of your assignment describing which AI tool you used and how you used it. For example, "*ChatGPT was used to draft about 20*

percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style."

- Failing to cite a direct quote or source of information can be considered an academic integrity violation, and this includes AI-generated content.

If you are considering exploring or using AI-generated content in this course, I encourage you to be thoughtful and carefully gauge how it is used. **Ultimately, you are responsible for the content you submit in this course.** This is an exciting time as technology continues to evolve and impact your education—please be wise!

Student Supports & Resources

IT and Canvas Support

Canvas is where course content, grades, and communication will reside for this course.

- <http://canvas.usu.edu> ➞ [\(http://canvas.usu.edu/\)](http://canvas.usu.edu/)
 - Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For **Canvas** ➞ [\(http://canvas.usu.edu/\)](http://canvas.usu.edu/), **Passwords** ➞ <https://id.usu.edu/Password/Help/#password>, or any other computer-related technical support contact the **IT Service Desk** ➞ [\(http://it.usu.edu/\)](http://it.usu.edu/).
 - 435 797-4357 (797-HELP)
 - 877 878-8325
 - <http://it.usu.edu> ➞ [\(http://it.usu.edu/\)](http://it.usu.edu/)
 - servicedesk@usu.edu (<mailto:servicedesk@usu.edu>)

Additional Canvas support is available 24/7 at 1-877-399-1958.

University Policies & Procedures



Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with [USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources](#)  (<https://www.usu.edu/policies/550/>) and the accompanying [Terms of use for USU IT](#)  (https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0015388) resources, as well as [Article V-3.B.25.c](#)  (<https://www.usu.edu/student-conduct/student-code/article5>) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#)  (<https://www.usu.edu/student-conduct/student-code/article5>) for more information.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Policy 4002: Academic Freedom and Professional Responsibility](#)  (<https://www.usu.edu/policies/4002/>) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."



A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity.
Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on 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;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** 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 acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](https://www.usu.edu/student-conduct/student-code/article6)  (<https://www.usu.edu/student-conduct/student-code/article6>)

Discrimination and Sexual Misconduct



General Overview

USU strives to provide an environment for students and employees that is free from **discrimination** [↗](https://www.usu.edu/equity/non-discrimination) (<https://www.usu.edu/equity/non-discrimination>) and **sexual misconduct** [↗](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms) (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu (<mailto:titleix@usu.edu>), or at [equity.usu.edu/report](https://www.usu.edu/equity/report) [↗](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect) [↗](https://www.usu.edu/sexual-respect) (<https://www.usu.edu/sexual-respect>). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) [↗](https://www.usu.edu/equity/resources) (<https://www.usu.edu/equity/resources>).

Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented **reporting policies and practices** [↗](https://www.usu.edu/policies/340/) (<https://www.usu.edu/policies/340/>) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "**reporting employee** [↗](https://www.usu.edu/civilrights-titleix/reporting/reporting-employees) (<https://www.usu.edu/civilrights-titleix/reporting/reporting-employees>). " This means that if you share information with me about incidents of **sexual misconduct** [↗](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php) (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php>) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, , I *will report* that information to the **USU Title IX Coordinator** [↗](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) (<https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php>). I will also share with you information about **designated confidential resources** [↗](https://www.usu.edu/equity/sexual-misconduct/confidential-resources) (<https://www.usu.edu/equity/sexual-misconduct/confidential-resources>), **supportive measures** [↗](https://www.usu.edu/equity/Supportive-Measures.php) (<https://www.usu.edu/equity/Supportive-Measures.php>), and **how you can file a report** [↗](https://www.usu.edu/equity/report.php) (<https://www.usu.edu/equity/report.php>) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the **mental health and wellness resources** [↗](https://www.usu.edu/aggiwellness/caps/) (<https://www.usu.edu/aggiwellness/caps/>) available to you.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](http://www.usu.edu/drc/)  (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students Who are Pregnant or Have a Pregnancy-Related Condition

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

Office of Equity: Distance Education, Room 400, Logan Campus, 435-797-1266, [Office of Equity: Pregnancy and Pregnancy Related Conditions](https://www.usu.edu/equity/pregnancy-accommodations/)  (<https://www.usu.edu/equity/pregnancy-accommodations/>).

Inclusive Excellence



USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the [Inclusive Excellence Office](https://www.usu.edu/inclusive-excellence/) .

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the [Academic Grievances section of the Course Catalog](https://catalog.usu.edu/content.php?catoid=39&navoid=30452)  (<https://catalog.usu.edu/content.php?catoid=39&navoid=30452>).

Full details for USU Academic Policies and Procedures

- [Acceptable Use of University Computing Resources](https://www.usu.edu/policies/550/)  (<https://www.usu.edu/policies/550/>)
- [Academic Policies and Practices \(USU Catalog\)](https://catalog.usu.edu/content.php?catoid=39&navoid=29998)  (<https://catalog.usu.edu/content.php?catoid=39&navoid=29998>)
- [Student Conduct](http://www.usu.edu/studentconduct)  (<http://www.usu.edu/studentconduct>)
- [Student Code](https://www.usu.edu/student-conduct/student-code/)  (<https://www.usu.edu/student-conduct/student-code/>)
- [Academic Freedom and Professional Responsibility Policy](https://www.usu.edu/policies/403/)  (<https://www.usu.edu/policies/403/>)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building via USU official communication channels. Those channels will be: an audible alarm, such as a fire alarm; an Aggie Alert notification; or notification by a USU representative. In the event of a disaster that does not permit enough time for notifications, evacuate as the situation dictates (i.e., when shaking ceases in an earthquake; immediately when a fire is discovered or in the event of other immediate life safety concerns). If it does not inhibit safety, turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. See [USU Emergency Management](https://www.usu.edu/dps/emergency/)  (<https://www.usu.edu/dps/emergency/>) for more information.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may  experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic

performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](https://counseling.usu.edu)  [. \(https://counseling.usu.edu\)](https://counseling.usu.edu).

Students are also encouraged to download the [“SafeUT App”](https://safeut.org/)  [. \(https://safeut.org/\)](https://safeut.org/) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

CACREP Standards Met by Course

CACREP Standards

Standard	CACREP	Evaluation
1. History and philosophy of the counseling profession and its specialized practice areas	3.A.1	Exams; PIPR Paper
2. The multiple roles and functions of counselors across specialized practice areas	3.A.2	Exams; PIPR Paper
3. Counselor’s roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	3.A.3	Exams; PIPR Paper
4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	3.A.4	Exams; PIPR Paper

5. The role and process of the professional counselor advocating on behalf of the profession	3.A.5	Exams; PIPR Paper
6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6	Exams; PIPR Paper; TA
7. Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7	Exams; PIPR Paper; TA
8. Legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	3.A.8	Exams
9. Current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9	Exams; PIPR Paper
10. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs	5.D.4	Exams
11. Assistive technology to reduce or eliminate barriers and functional limitations	5.D.8	Exams

Note. Professional Identity and Professional Responsibilities Paper = PIPR Paper; Text Activities = TA.

 **Learning Objective 1:** Learning to apply course materials (to improve rational thinking, problem solving and decisions).

Outcomes for Learning Objective 1:

- Learn and demonstrate critical thinking skills.
- Apply critical thinking skills in the analysis of professional literature.
- Apply critical thinking skills to address current issues in the field of rehabilitation counseling.

Learning Objective 2: Develop skills in expressing oneself orally or in writing.

Outcomes for Learning Objective 2:

- Demonstrate the ability to write effectively for multiple purposes and audiences.
- Demonstrate the ability to engage in critical dialogue regarding professional issues.

Learning Objective 3: Learning to analyze and critically evaluate ideas, arguments, and points of view.

Outcomes for Learning Objective 3:

- Demonstrate proficiency in the use of critical thinking skills.
- Demonstrate the ability to critically evaluate professional literature.
- Demonstrate the ability to identify alternative points of view and the assumptions upon which they are based.

Course Schedule

Course Schedule

Week/ Date	Assigned Readings	Topics & Discussion
		CACREP Standards
Week 1: 9.3.2026	No Assigned Readings	Introduction to the Course. What is a profession?
Week 2: 9.10.2026	Neukrug (Ch 1 & 5) Rubin et al. (Ch 1)	History and Introduction to the field of Counseling and Rehabilitation Counseling 3.A.1
Week 3: 9.17.2026	Hartley & Tarvydas (Ch 3)	Priorities, Concepts, and Models

Week 4: 9.24.2026	Hartley & Tarvydas (Ch 6)	Legislation, regulations, policies, & Benefits 3.A.8
Week 5: 10.01.2026	Hartley & Tarvydas (Ch 4)	Roles & Functions and Settings of Practice 3.A.2, 3.A.3, 5.D.4
Week 6: 10.8.2026	Neukrug (Ch 2) Phillips et al. (2022)	Professional Associations 3.A.6
Week 7: 10.15.2026	No Class Due to Conference Travel	
Week 8: 10.22.2026	Hartley & Tarvydas (Ch 5)	Credentialing in Counseling 3.A.7
Week 9: 10.29.2026	Erford (Ch 5)	Direct Client/Consumer Services
Week 10: 11.5.2026	Hartley & Tarvydas (Ch 15) Erford (Ch 11)	Disability in all its Diversity Centrality of Work and Meaningful Life Roles
Week 11: 11.12.2026	Reuben & Rossler (Ch 15) Hartley & Tarvydas (Ch 21)	Independent Living and Assistive Technology 3.A.4, 5.D.8
Week 12: 11.19.2026	Nassar & Giles (Ch 13) Hartley & Tarvydas (Ch 19)	Professionalism & Professional Identity 3.A.5
 Week 13: 11.26.2026	No Reading	NO CLASS! THANKSGIVING!

Week 14:

Erford (Ch 17)

Mapping Your Future in Counseling

12.03.2026**Week 15:**

No Reading

Summary and Review

12.10.2026

USU Course Policies:

Academic Support and Belonging (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#able>)

Appropriate Use of Canvas and Other IT Resources (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#appropriate>)

Academic Freedom and Professional Responsibilities (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#freedom>)

Academic Integrity - “The Honor System” (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#integrity>)

Academic Dishonesty (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#dishonesty>)

Discrimination and Sexual Misconduct (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#misconduct>)

Withdrawal Policy and “I” Grade Policy (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#policy>)

Students with Disabilities (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#disabilities>)

Students Who are Pregnant or Have a Pregnancy-related Condition
(<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#pregnant>)

Grievance Process (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#grievance>)

Full Details for USU Academic Policies and Procedures (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#details>)

Emergency Procedures (<https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#emergency>)

[resources#emergency](#)

[General Health Protocols \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#general\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#general)

[Mental Health \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#mental\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#mental)

Course Summary:

Date	Details	Due
Thu Nov 5, 2026	 Disability Rights Activist Briefs (https://usu.instructure.com/courses/811997/assignments/5281293)	due by 4:30pm
Thu Nov 19, 2026	 Professional Identity and Responsibility Paper (https://usu.instructure.com/courses/811997/assignments/5281299)	due by 11:59pm
Wed Dec 16, 2026	 Exam (https://usu.instructure.com/courses/811997/assignments/5281292)	due by 11:59pm
	 In Class Activity 1 (https://usu.instructure.com/courses/811997/assignments/5281294)	
	 In Class Activity 2 (https://usu.instructure.com/courses/811997/assignments/5281295)	
	 In Class Activity 3 (https://usu.instructure.com/courses/811997/assignments/5281296)	
	 In Class Activity 4 (https://usu.instructure.com/courses/811997/assignments/5281297)	
	 In-Class Activity 5 (https://usu.instructure.com/courses/811997/assignments/5281298)	
	 Voluntary and Anonymous Course Evaluation (https://usu.instructure.com/courses/811997/assignments/5281300)	

