**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

**SPRING 2017**

1. **Course Number:** RSED  4970/4973

|  |  |  |
| --- | --- | --- |
| **Course Title:** | Transition Services through Emerging Adulthood in Rehabilitation | |
| **Credit Hours:** | 3 Semester Hours | |
| **Course Meetings:** | TBA | |
| **Prerequisites:** | None/enrolled in SERC undergraduate program | |
| **Corequisites:** | None | |
| **Instructor:** | Dr. Nick Derzis, CRC |  |
| **Office Location:** | 1214 Haley Center |  |
| **Phone/E-mail:** | 844-2501  [derzinc@auburn.edu](mailto:derzinc@auburn.edu) |  |
| **Office Hours:** | 1214 Haley Center- I keep an open door policy. |  |

1. **Date Syllabus Prepared:** November, 2014; revised January, 2015; revised January, 2016; January, 2017
2. **Text or Major Resources:**

**Textbooks**

Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities.* Upper Saddle River, NJ: Pearson.

Arnett, J.J. & Tanner, J.T. (Eds.). (2006). Emerging adults in America: Coming of

age in the 21st century. Washington, D.C.: American Psychological Association.

**Selected Readings**

|  |  |
| --- | --- |
| (1) | Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children,58*, 202-211. |
| (2) | Trach, J. S. (2012). Degree of Collaboration for Successful Transition Outcomes. *Journal Of Rehabilitation*, *78*(2), 39-48. |
| (3) | Plotner, A. J., Trach, J. S., Oertle, K. M., & Fleming, A. R. (2014). Differences in service delivery between transition VR counselors and general VR counselors. *Rehabilitation Counseling Bulletin*, *57*(2), 109-115. doi:10.1177/0034355213499075 |
| (4) | Hinton, V., & Meyer, J. (2014). Emerging adulthood: Resilience and support. *Journal of the National Council on Rehabilitation Education,* *28*(3), 143-157. |
| (5) | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |

1. **Course Description:** This course is an introduction to the transition process of youth with disabilities from school to adulthood and employment with an emphasis on the developmental stage emerging adulthood and the services surrounding this specialized area for rehabilitation professionals.
2. **Course Objectives:**

Through assigned readings, course lectures, and course assignments, students will:

General course objectives:

1. Understand the history and evolution of the disability movement from 1960's to the present.

2. Recognize elements common to the various transition movements and understanding models of transition.

3. Identify strategies for rehabilitation personnel to provide meaningful services related to emerging adults.

4. Identify rehabilitation and special education legislation related to transition.

5. Identify the characteristics, beliefs and values of emerging adults.

6. Identify skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education.

7. Examine an Individualized Plan for Employment (IPE) for an emerging adult.

8. Gain an understanding of the components and makeup of an Individualized Education Program (IEP).

9. Identify adult service options for exiting students with disabilities and the policy which drives each service.

10. Understand the trends and unique experiences of emerging adults becoming adults.

1. **Course Requirements/Evaluation:**

**a. Examinations (TOTAL 2 @ 25 points each).** There will be 2 announced examinations at midterm and final in this course.

**b. Assignments**

(1) Article Reviews (**TOTAL 12** **points** (4 reviews @ 3 points per article review). In addition to your textbook readings, you will read and review four of the five journal articles. These articles are the selected readings on the syllabus. I have PDF files of each of these articles available to each of you on CANVAS. Your review should articulate your reaction to the reading, implications for service providers, and what you take away from the reading as meaningful information? Was this new information? Was the article redundant? Write about it! Each article review should be 2-4 typed pages in APA format.

(2) Discussion board activities (**TOTAL 10 points, 10 @ 1 point each**)

On campus students will be expected to participate in weekly discussions on campus in class. These will occur before we begin class recording or we will pause the Panopto program in order to have our discussion. Distance education students will be expected to participate in an online discussion board. Details pertaining to each discussion board will be posted as part of the information for that particular week.

(3) Individualized Education Program for Transition (**TOTAL 8 points**)

Become familiar with your role as a rehabilitation professional in the IEP process. You will become familiar with the IEP document particularly the transition portion, the process, and the IEP meeting for the rehabilitation practitioner and related professionals. Emphasis will be placed on how the document reflects the growing needs of emerging adults.

DETAILS WILL BE FORTHCOMING FOR THIS ASSIGNMENT

(4) Emerging Adulthood Autobiography Paper **(20 points)**

This paper will be an opportunity for the student to reflect on the information learned on emerging adulthood and their personal experience living through the stages of emerging adulthood. This paper will not require external resources aside from the *Arnett* text. Details/rubric will be forthcoming on this paper.

1. **Class Policy Statements:**

NOTE: The Student Policy eHandbook is no longer in existence. Its replacement is the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/); the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

1. Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Written Assignments are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Assignments are to be of a quality that would be expected of a professional.

Assignments must be turned in the day the assignment is due and during the regularly scheduled class time. Also, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by an excuse approved by the university. Please submit your assignment via Canvas. If Canvas is having difficulty, please email me.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

1. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> ) found in the *Student Policy eHandbook* will apply to university courses All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
2. Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
3. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
4. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework <http://education.auburn.edu/aboutus/conceptfmwrk.html>. These professional commitments or dispositions are listed below:
   * Engage in responsible and ethical professional practices
   * Contribute to collaborative learning communities
   * Demonstrate a commitment to diversity
   * Model and nurture intellectual vitality

**Note: Auburn University Policy on Classroom Behavior**: . . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.(See ***Student Policy eHandbook*** <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>).

Proposed course outline:

This is an on campus and distance education course. As such, the DE section is required to have proctors to participate in this course. In this course the midterm and final exams require proctoring. All other assignments are uploaded through CANVAS. Lectures are taped and uploaded to CANVAS for the DE students, therefore the lectures are asynchronous.

**January 17**

Week 1 (first day of semester)

Course Introduction

**January 24**

Week 2

Arnett, Turner Chapter 1

Emerging Adulthood: Understanding the New Way of Coming of Age

Test, Aspel, Everson Chapter 1

Introduction to Transiton, discussion of transition for youth with and without disabilities, class discussion of emerging adulthood and how it effects the way we serve individuals as they enter the point in their life to receive rehabilitation services and begin their developmental journey toward becoming an adult.

**January 31**

**\*\*this class will be on Panopto as I have a late meeting out of town today\*\***

Week 3

Arnett, Turner Chapter 2

Recentering During Emerging Adulthood: A Critical Turning Point in Life Span Human Development

An overview of emerging adulthood will be examined in this chapter from a lifespan perspective.

**February 7**

Week 4

Arnett, Turner Chapter 3

Emerging Structures of Adult Thought

Examining emergence from a social perspective from the past century and specifically the structures of thought and how they map into the actual period of emerging adulthood.

Arnett, Turner Chapter 4

Emerging Adulthood Risks and Benefits to Identity Formation

Identity development will be discussed, how emerging adults with disabilities are alike and differ from typical peers in identity development.

Education to work transition perspective and identity confusion will be examined.

**February 14**

Week 5

Arnett, Turner Chapter 5

Ethnic identity exploration in emerging adults

Overview of ethnic identity exploration and development for emerging adults, course will discuss this in relation to ethics for counselors and multicultural competence

Arnett, Turner Chapter 6, 7

Mental Health during emerging adulthood

Mental health as it relates to transition and emerging adults will be discussed and examined in this class.

**February 21**

Week 6

Arnett, Turner Chapter 8,9, 10

Family relationships and support systems in emerging adults

This will be examined from the perspective in the text and as it relates to disability and families. Family involvement during transition and rehabilitation services will be examined.

**February 28**

Week 7

Arnett, Turner Chapter 11, 12

School, Work, Emerging Adulthood

Bridging it all together: Special Education, Rehabilitation Services, and the world of work

The characteristics of an emerging adult will be reexamined as the person exits school and what processes are experienced as they develop into an adult. Media and its effects on the generations we work with in rehabilitation services will be highlighted.

**March 7**

Week 8

**MIDTERM THIS WEEK**

**March 14 SPRING BREAK ☺**

**March 21**

Week 9

Test, Aspel, Everson Chapter 2

Best Practices and Future Issues in Transition

The best practices discussed in the text will be discussed in the context of the rehabilitation professional and how they can use these identified practices to better facilitate the rehabilitation process.

Test, Aspel, Everson Chapter 3/4

Planning for Transition

Examining what planning looks like for rehabilitation workers and practitioners working with students with disabilities

**March 28**

Week 12

Test, Aspel, Everson Chapter 5

Interagency Collaboration and Team Work

**April 4**

Week 13

Test, Aspel, Everson Chapter 10

Preparing students for community participation-opportunities

Opportunities in Alabama communities will be highlighted

National opportunities for consumers will be discussed and examined

**April 11**

Week 14

**Emerging Adulthood Planning Paper due**

**April 18**

Week 15

Final review/ no class meeting, I will be presenting out of town at a conference

**April 25th** final examination