**AUBURN UNIVERSITY**

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

**COURSE SYLLABUS**

**SPRING 2022**

1. **Course Details**

**Course Number:** COUN 7950.D01

|  |  |  |
| --- | --- | --- |
| **Course Title:** | Emerging Adulthood and Transition in Rehabilitation | |
| **Credit Hours:** | 3 Semester Hours | |
| **Prerequisites:** | None/enrolled in Rehabilitation Counseling program | |
| **Corequisites:** | None | |
| **Instructor:** | Dr. Julie Hill |  |
| **Office Location:** | 2008 Haley Center |  |
| **Phone/E-mail:** | 334-844-7695  Jch0153@auburn.edu |  |
| **Office Hours:** | By appointment |  |

1. **Date Syllabus Prepared:** November, 2014; revised January, 2015; revised January, 2016; revised January 2017, updated January 2018; updated January 2019; updated May 2021, updated December 2022
2. **Text or Major Resources:**

**Textbooks**

Required: Wehman, P. (2013). *Life Beyond the Classroom:* *Transition Strategies for young people with disabilities.* Baltimore, MD: Paul H. Brookes Publishing Co.

Recommended: 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.

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 demonstrate:

* relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams (CACREP section 5.D.2.b)
* role of family, social networks, and community in the provision of services for and treatment of people with disabilities (CACREP section 5.D.2.o)

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), transition focused.
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.
11. **Course Requirements/Evaluation:**
12. **General Course Requirements**

Each student will be held responsible for **all** of the information in the textbooks and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.

1. **Assignments**

\*Assignments are due by 11:59pm on Sundays\*

* **Class Discussion Boards** (12 points) You will participate in **4 group discussion boards** throughout this course. Each discussion board provides prompts to help facilitate responses, peer discussion, and engagement with material. You may need to complete a short activity or watch a film/video before engaging in the group discussion board- be sure to **check discussion board pages early in the week** to ensure you have enough time to complete discussion board requirements!
* **Consumer Case Study Reflections** (20 points) You will be required to respond to **FOUR** case study reflection prompts throughout the semester designed to help connect lecture material to your consumer case study. Reflection prompt assignments will help you complete your final project for this course. As such, you should **keep a copy of your reflection submissions to help you write your final project,**which will be creating a Transition-based Individualized Plan for Employment for the consumer in your selected case study.
* **Article Review** (8 points). Students will find a peer reviewed journal article related to transition services, young adults with disability, or some other class topic. Write a 2 page paper (following APA 7 guidelines) to summarize the article and react to it.
* **Individualized Plan for Employment (IPE) for a person in transition** (20 points). Students will create a transition focused IPE for their case study client. See assignment template on Canvas for more information.
* **Interview Assignment** (20 points).

\*For master’s students, this assignment will also be submitted in Tevera\* Rubric available on Canvas.

Students will interview a young adult (age 16-24) with a disability and then write a 3-5 page paper (excluding title page and references) reflecting on what they learned from the young adult, including:

* + Brief description and summary of the young adult
  + Apply knowledge of emerging adulthood theory/definition to this person.
  + Ethnic identity impact
  + Impact of mental health
  + Impact of relationships (family, friends, romantic)
  + School and work experiences
  + The goals of the young adult for their life
* **Identity Activity and Discussion** (10 points) Students will submit a video recording sharing three items that represent different aspects of their identity (different aspects of identity could include cultural heritage, family identity, hobbies, education, etc.). Students will show us their objects and explain how it relates to you or represents your identity. Students will watch and respond to at least TWO classmate's Personal Identity video.
* **SRE Lesson** (10 points)

Students will design, deliver, and record a lesson on sexuality and relationship education. This assignment can be completed either individually or in a small group (2-4 members). If you are presenting as a group, every member MUST participate in the presentation!

The instructor will provide you with a list of potential topics, but students will need to research their topic in order to create a lesson geared toward young adults with disabilities.

* + Keep in mind this lesson should be designed to be DELIVERED TO young adults with disabilities. As such, material should be on an appropriate level for both age and developmental abilities.
  + In your presentation, specify the type/category of disability this lesson plan is geared toward (intellectual disability vs. physical disability, etc.).
  + You must create and use a PowerPoint to aid in your lesson delivery.
  + Lesson time should be 15-20 minutes.

1. **Class Policy Statements:**

NOTE: To access student policy go to the Student Policy eHandbook found at <<http://www.auburn.edu/student_info/student_policies/>>.

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. Communication: Auburn University email is the official mode of communication for this course. No other email addresses should be used by students or the instructor. Emails will typically be addressed within 24-48 hours of receipt.
3. 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.
4. Make-Up Policy: Arrangement to make up a missed assignment 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.
5. 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. 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, an addendum to your syllabus and/or course assignments will replace the original materials.
4. Professionalism: As faculty, staff, and students interact in professional settings, students 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, telephone, 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>).

1. **Course outline:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Module** | **Topic and Readings** | **Assignment** |
| **January 11th** |  | Course Introduction and Overview |  |
| **January 17th** | 1 | Overview of Emerging Adulthood and Transition Services  Wehman Chapter 1  Arnett & Tanner Chapter 1 |  |
| **January 23rd** | 2 | Interagency Collaboration  Assigned Articles | **Discussion #1 Due** |
| **January 30th** | 3 | Recentering During Emerging Adulthood, Self-Determination, Adult Thought, and Identity Formation  Wehman Chapter 2  Arnett & Tanner Chapters 2-4  Assigned Articles | **Discussion #2 Due** |
| **February 6th** | 4 | Working with Families and Support Systems  Wehman Chapter 3 | **Article Review Due**  **Discussion #3 Due** |
| **February 13th** | 5 | Ethnic Identity Exploration and Multicultural Transition Planning  Wehman Chapter 5  Arnett & Tanner Chapter 5 | **Personal Identity Activity Due** |
| **February 20th** | 6 | Mental Health and Resilience in Young Adults  Arnett & Tanner Chapters 6 & 7 | **Consumer Case Study Reflection #1 Due** |
| **February 27th** | 7 | Sexuality and Relationship Education  Guest Speaker: Dr. Christine Drew  Assigned Readings |  |
| **March 6th** |  | **NO CLASS – SPRING BREAK** |  |
| **March 13th** | 8 | Full Inclusion in Schools, Assessment and Teaching for Transition, Teaching Social Skills  Wehman Chapters 7, 10, & 11 |  |
| **March 22nd** | 9 | Transition Planning: Pre-Employment Transition Services  Wehman Chapter 4 | **Consumer Case Study Reflection #2 Due**  **SRE Lesson Due** |
| **March 27th** | 10 | Community-Based Transition and Services  Wehman Chapter 6  Arnett & Tanner Chapters 11 & 12 |  |
| **April 3rd** | 11 | Pre-Employment Transition Services | **Consumer Case Study Reflection #3 Due** |
| **April 10th** | 12 | Securing Meaningful Work in the Community  Developing Jobs for Young People with Disabilities, Supported Employment  Wehman Chapter 13, 14 | **Young Adult Interview Due** |
| **April 17th** | 13 | Post-Secondary Education Options  Panel of Guest Speakers | **Consumer Case Study Reflection #4 Due** |
| **April 24th** | 14 | Work Week | **Discussion #4 Due** |
| **May 1st – 5th** |  | FINALS WEEK | **Transition IPE Due May 5th** |

1. **Grading Scale:**

Total possible points for the course is 100

90 - 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

59 and below = F

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Due Date** |
| Identity Activity | 10 | February 15th |
| Interview Assignment | 20 | March 1st |
| Article Review | 10 | February 8th |
| SRE Lesson | 10 | March 29th |
| IPE | 20 | May 4th |
| Class Discussions | 30 | All semester |
|  | Total: 100 |  |