**AUBURN UNIVERSITY**

**SYLLABUS**

**Spring 2025**



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| **Course Number:** | **COUN 7950-001/D01** |
| **Course Title:** | **Emerging Adulthood & Transition in Rehabilitation** |
| **Credit Hours:** | 3 semester hours credits |
| **Prerequisites:** | None/enrolled in Rehabilitation Counseling Program |
| **Course Instructor:** | Denise Bozek, PhD, ALC, NCC, CRC |
| **Office:** | Haley 2056 |
| **Email:** | [dcb0065@auburn.edu](mailto:dcb0065@auburn.edu) |
| **Semester/Year:** | Spring 2025 |
| **Class Time/Location** | Wednesday 1:00/Haley 2011 (recorded lectures on Canvas) |

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; updated November 2023; updated December 2023; updated December 2024

1. ***Textbook:***

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.

1. ***Course Objectives:***

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

1. impact of disability on sexuality (CACREP section 5.D.3.)
2. role of family, social networks, and community in the provision of services for and treatment of people with disabilities (CACREP section 5.D.7.)

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 Content Outline:*** ***\*bold readings are required\****

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| Date | Topic | Reading and Assignments Due |
| **1/15**  **Week 1** | Module 0: Course Introduction & Overview |  |
| **1/22**  **Week 2** | Module 1: Overview of Emerging Adulthood and Transition Services | **Wehman Chapter 1**  Arnett & Tanner Chapter 1  *Group sign-up* |
| **1/29**  **Week 3** | Module 2: Interagency Collaboration | **Articles**  *Discussion #1* |
| **2/5**  **Week 4** | Module 3: Recentering During Emerging Adulthood, Self-Determination, Adult Thought, and Identity Formation | **Wehman Chapter 2 & Articles**  Arnett & Tanner Chapters 2-4  *Discussion #2* |
| **2/12**  **Week 5** | Module 4: Working with Families and Support Systems | **Wehman Chapter 3**  *Article Review* |
| **2/19 Week 6** | Module 5: Ethnic Identity Exploration and Multicultural Transition Planning | **Wehman Chapter 5**  Arnett & Tanner Chapter 5  *Identity Activity* |
| **2/26 Week 7** | Module 6: Mental Health and Resilience in Young Adults | Arnett & Tanner Chapters 6 & 7 |
| **3/5**  **Week 8** | Module 7: Sexuality and Relationship Education  \*Guest Speaker: Dr. Christine Drew\* | **Articles**  *Discussion #3* |
| **3/12**  **Week 9** | **SPRING BREAK** |  |
| **3/19**  **Week 10** | Module 8: Full Inclusion in Schools, Assessment and Teaching for Transition, Teaching Social Skills | **Wehman Chapters 7, 10, & 11** |
| **3/26**  **Week 11** | Module 9: Transition Planning: Pre-Employment Transition Services | **Wehman Chapter 4** |
| **4/2**  **Week 12** | Module 10: Community-Based Transition and Services | **Wehman Chapter 6**  Arnett & Tanner Chapters 11 & 12  *SRE Lesson* |
| **4/9**  **Week 13** | Module 11: Pre-Employment Transition Services |  |
| **4/16**  **Week 14** | Module 12: Securing Meaningful Work in the Community; Developing Jobs for Young People with Disabilities, Supported Employment | *Interview* |
| **4/23**  **Week 15** | Module 13: Post-Secondary Education Options  \*Panel of Guest Speakers\*  (asynchronous) | **Wehman Chapters 13 & 14**  *Discussion #4* |
| **4/30**  **Week 16** | Module 14: workday  (no class meeting) |  |
| **FINALS WEEK** | Module 15: IPE Project Submission  (no class meeting) | *IPE* |

1. ***Requirements/Assignments:***

**A. Class Discussions: (20 pts)** Although you will participate in weekly class discussions while attending classes, you will particularly work on **4 graded discussion boards** (5 points each) throughout this course. Each discussion board provides prompts to help facilitate responses, peer discussion, and engagement with material. Be sure to **check discussion board pages early in the week** to ensure you have enough time to complete discussion board requirements.

**B. Identity Activity (10 pts)** 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 their objects and explain how it relates to you or represents your identity. Students will respond to at least TWO classmates’ videos.

**C. Article Review (10 pts):** Students will find a peer reviewed journal article that has been published within 10 years, related to transition services, young adults with a disability, or other class topic. Write a 2-page paper to summarize/react to the article.

**D. Individualized Plan for Employment (IPE) (25 pts):** Students will create a transition focused IPE for a case study client. Template on Canvas for more information.

**E. Interview (20 pts):** \*also 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 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

**F. SRE Lesson (15 pts):** 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. Students will research their topic to create a lesson geared toward young adults with disabilities.

* This lesson should be designed to be delivered to young adults with disabilities, so material should be on an appropriate level for age and developmental abilities
* Specify the type/category of disability this lesson plan is geared toward (intellectual disability vs. physical disability, etc.)
* Create and use a PowerPoint to aid in lesson delivery
* Lesson time should be 15-20 minutes

***Note***. All paper assignments in this course should follow the APA 7th guidelines: 12 font size, Times New Roman font, double-spaced with 1 margin on each side, and include a title and reference page; the abstract is not required.

***\*Assignments are due at the end of the module (Tuesday at 11:59pm)\****

1. ***Rubric and Grading Scale:***

***Assignments:***

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| **Course Assignment** | **Points** |
| Discussions | 20 pts |
| Identity Activity | 10 pts |
| Article Review | 10 pts |
| IPE | 25 pts |
| Interview | 20 pts |
| SRE Lesson | 15 pts |
| **Total:** | **100 pts** |

***Grading Scale:***

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| A = 90 – 100% |
| B = 80 – 89.99% |
| C = 70 – 70.99% |
| D = 60 – 69.99% |
| F = <60 |

***All late assignments will receive a 10% grade reduction per day.***

1. ***Class Policy Statements:***
   1. Attendance and Participation: You are expected to be in class every week and to be prepared. Active, cooperative, and collaborative learning are strongly emphasized in this class. Skill- based learning occurs best when students are open to self-exploration and reflection, as well as a willingness to learn about diverse perspectives. Thus, open and active participation is expected from students. Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, 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 excused absences 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 absences. Appropriate documentation for excused absences may be required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences. You are responsible for any and all material missed during your absence. You should first contact peers for missed information, then follow up with the instructor as needed. Because assignments are submitted on Canvas, deadlines do not change as a result of absence.
   2. Respect: This course will require students to practice new skills. During class discussions and experiential activities, students are expected to be respectful of one another. Any feedback provided should be done in a way that communicates respect, facilitates your peers’ learning, and conveys your interest in learning from your peers. Cell phones are to be turned off or set to silent. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking. Late arrivals and early departures are disruptive, so please plan your schedule to arrive on time and stay until the end of class.
   3. Late Work Policy: It is expected that you have completed all assignments by the due date and time. All late assignments will receive a 10% grade reduction per day (a “day” constitutes each 24-hour period starting at the date and time the assignment was due). Assignments that are not submitted within one week of the due date and time (not including any university breaks) will not be accepted and will thus receive a score of 0. **No assignments will be accepted after May 1 under any circumstances.** I reserve the right to make exceptions to my late work policy, for example, in the event of an emergency.
   4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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.
   5. Students with Disabilities Statement Disability Accommodations: Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.
   6. 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.
   7. 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. These professional commitments or dispositions are listed below:
      1. Engage in responsible and ethical professional practices
      2. Contribute to collaborative learning communities
      3. Demonstrate a commitment to diversity
      4. Model and nurture intellectual vitality
   8. Justification for Graduate Credit: This course includes advanced content in graduate counselor education and counseling psychology and is designed to partially meet standards for accreditation by American Psychological Association (APA) and the Council for the Accreditation of Counseling and Related Programs (CACREP). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a course designed to teach group counseling skills to future counseling professionals, only students enrolled in approved counseling-related masters or doctoral programs are eligible to take this course.
   9. Diversity Statement: A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic work, clinical practice, and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

* 1. The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.
  2. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
     1. If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
     2. Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
     3. Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
     4. Students can turn off their cameras briefly if needed (e.g., break). These pauses should be *short*. Having students on camera provides a higher level of engagement for all participants.
     5. If you have questions during class, you can raise your hand (in real time or via Zoom).
     6. Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
     7. Although you may be participating from your domicile, our Zoom meetings are professional interactions.
     8. You should dress and behave as you would in a normal F2F classroom.
     9. Please minimize distractions in the background as much as possible.
     10. Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
  3. Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
     1. Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
        1. Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
        2. Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
     2. You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
     3. As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
     4. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.