**AUBURN UNIVERSITY**

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

**COURSE SYLLABUS**

**Summer 2020**

1. **Course Number:** COUN  7950/7956

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| **Course Title:** | Emerging Adulthood and Transition in Rehabilitation | |
| **Credit Hours:** | 3 Semester Hours | |
| **Prerequisites:** | None/enrolled in Rehabilitation Counseling program | |
| **Co-requisites:** | None | |
| **Instructor:** | Dr. Jill Meyer, PhD, LCPC, CRC |  |
| **Co-Instructor:** | Brandon Worthey, M.Ed., CRC |  |
| **Office Location:** | Haley 1234G |  |
| **Phone/E-mail:** | 844-7676  [bcw0013@auburn.edu](mailto:bcw0013@auburn.edu) |  |
| **Office Hours:** | By appointment |  |

1. **Date Syllabus Prepared:** November, 2014; revised January, 2015; revised January, 2016; revised January 2017; revised January 2018; revised May 2020
2. **Text or Major Resources:**

**Textbook**

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

**Selected Readings**

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| (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) | Meyer, J., Hinton, V., Park, J., Portela, L., Fleming, C., Derzis, N., & Weaver, S. (2019). An Exploration of Emerging Adulthood, Self-Esteem, Well-Being, and Vocational Rehabilitation Services. *Journal of Applied Rehabilitation Counseling,* *50*(4), 286-299. doi:10.1891/0047-2220.50.4.286 |
| (5) | Meyer, J. M., Hinton, V. M., & Derzis, N. (2015). Emerging Adults with Disabilities: Theory, Trends, and Implications. *Journal of Applied Rehabilitation Counseling,* *46*(4), 3-10. doi:10.1891/0047-2220.46.4.3 |
| (6) | Hinton, V., & Meyer, J. (2014). Emerging Adulthood: Resilience and Support. *Rehabilitation Research, Policy, and Education,* *28*(3), 143-157. doi:10.1891/2168-6653.28.3.143 |
| (7) | 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:**

# CACREP Objectives & Standards as applied to Clinical Rehabilitation Counseling

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

1. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams (CACREP section 5.D.2.b)
2. 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 transition movement from 1960's to the present.
2. Recognize elements common to the various transition movements.
3. Describe the prevalent models of transition.
4. Identify special education and rehabilitation legislation related to transition.
5. Demonstrate knowledge of the acquisition, generalization, and maintenance of skills as facilitated by: various programs (school-based and work-based), curricula (general academic and functional life skills, community-focused), and service options (educational, residential, vocational and leisure).
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. Design an Individualized Plan for Employment (IPE) for a person in transition.
8. Gain an understanding of the components and makeup of an Individualized Education Program (IEP).
9. Identify adult service options for students with disabilities and the policy, which drives each service.
10. Identify and discuss the current and future issues critical to successful transition programs.

1. **Course Requirements/Evaluation:**

**ASSIGNMENTS – Assignment Totals (100 points)**

1. ***Article reviews*** (TOTAL 40 points (4 reviews x 10 points per article review)

In addition to your textbook readings, you will read and review four of the seven journal articles. These articles are the selected readings on the syllabus. The articles are posted on canvas. Your review should explain: a) your reaction to the reading, b) implications for service providers, and c) 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. Details/rubric will be forthcoming on this assignment.

DUE: weeks 2, 4, 6, and 8

1. ***Individualized Plan for Employment (IPE***) for a person in transition (TOTAL 20 points)

Become familiar with your role as a rehabilitation professional in the IPE transition planning process. Emphasis will be placed on how the document reflects the growing needs of emerging adults. Details/rubric will be forthcoming on this assignment.

DUE: week 9

1. ***Emerging Adulthood Paper*** (Total 40 points)

This paper will be an opportunity for the student to reflect on the information learned about emerging adulthood and his/her personal experience, or a youth in your life, or a current client living through the stages of emerging adulthood. This paper will not require external resources aside from the emerging adulthood articles provided. Details/rubric will be forthcoming on this assignment.

DUE: Week 11

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, 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:**

This is an online course. All assignments are uploaded through CANVAS.

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| **Date** | **Week** | **Topic** | **Assignment** |
| **May 20** | 1 | Course Introduction and overview  Wehman Chapter 1  Introduction to Transition  Halpern (1992),  Transition: Old Wine in New Bottles |  |
| **May 27** | 2 | Wehman Chapters 2 and 3  Self Determination; Families and Young People with Disabilities  Trach (2012)  Degree of Calibration for Successful Transition Outcomes | **Article Review Due** |
| **June 3** | 3 | Wehman Chapters 4 and 5  Transition Planning  Multicultural Transition Planning  Plotner et al. (2014)  Differences in Service Delivery Between Transition VR Counselors and General VR Counselors |  |
| **June 10** | 4 | Wehman Chapter 6 and 7  Transition Planning -- Special Education, Rehabilitation Services, and the world of work  Full Inclusion in Schools  Meyer et al. (2019)  An Exploration of Emerging Adulthood, Self-Esteem, Well-Being, and Vocational Rehabilitation Services | **Article Review Due** |
| **June 17** | 5 | Wehman Chapter 10  Assessment and Teaching for Transition  Meyer et al. (2015)  Emerging Adults with Disabilities: Theory, Trends, and Implications |  |
| **June 24** | 6 | Wehman Chapter 11  Teaching Social Skills  Hinton & Meyer (2014)  Emerging Adulthood: Resilience and Support | **Article Review Due** |
| **July 1** | 7 | Wehman Chapter 13  Securing Meaningful Work in the Community: Vocational Internships, Placements and Careers  Halpern (1993)  Quality of Life As A Conceptual Framework for Evaluating Transition Outcomes |  |
| **July 8** | 8 | Wehman Chapter 14  Developing Jobs for Young People with Disabilities – Supported Employment | **Article Review Due** |
| **July 15** | 9 | Wehman Chapter 12, 15  Using Technology from School to Adulthood  Pursuing Postsecondary Education Opportunities | **Individualized Plan for Employment (IPE) Due** |
| **July 22** | 10 | Writing Day |  |
| **July 29** | 11 | Submit Emerging Adulthood Paper | **Emerging Adulthood Paper** |