

**George Mason University  
College of Education and Human Development  
Counseling Program**

EDCD 797.003 Counseling People with DisAbilities  
1 Credit, Spring 2021  
Saturday, February 27<sup>th</sup> and Sunday, February 28<sup>th</sup>, 9:00 AM – 4:30 PM

**This class will be held virtually:**

Saturday Class: Feb. 27th Zoom Link: (join at 9:00am)  
<https://us02web.zoom.us/j/81639743224?pwd=VmtYK2dCYWI4UzNtd1hFUTVDaFJMZz09>  
Meeting ID: 816 3974 3224  
Passcode: 073ZN1

Saturday: Panel (1:00-3:00) -you will redirect to this link at 12:55pm  
Time: Feb 27, 2021 12:30 AM Eastern Time (US and Canada)  
<https://us02web.zoom.us/j/82454307204?pwd=Sms1akE0TGZyOGU5bXdQMzg5Yzg5UT09>  
Meeting ID: 824 5430 7204  
Passcode: 1e2sww

Sunday, Class: Feb, 28th Zoom Link: (join at 9:00am)  
Linn Jorgenson is inviting you to a scheduled Zoom meeting.  
<https://us02web.zoom.us/j/89621799503?pwd=MUw5RGRiLy9ia1NZeEFLTEZPaDNjUT09>  
Meeting ID: 896 2179 9503  
Passcode: yXN3k2

Sunday: Panel (1:00-3:00pm)- you will redirect to this link at 12:55pm  
<https://us02web.zoom.us/j/89181294845?pwd=cUpQZ2FtcktYOVR6dWVzYjBrV2RCQT09>  
Meeting ID: 891 8129 4845  
Passcode: 53G4pU

**Faculty**

Name: Dr. Linn L. Jorgenson  
Office Hours: By appointment  
Office Location: Krug Hall Suite, 202 (Counseling Office). Closed for spring due to Covid-19 – Staff will be working remotely. For assistance, email your faculty advisor or [dwest6@gmu.edu](mailto:dwest6@gmu.edu).  
Office Phone: 703-993-2087 (Counseling Office)  
Email Address:

**Prerequisites/Corequisites**

Admission to the Counseling program, EDCD 603

**University Catalog Course Description**

Advanced topics in education

## **Course Overview**

Individuals with Disabilities provides an overview of the DSMV definitions and characteristics associated with Intellectual Disabilities and the Autism Spectrum Disorder. The course will briefly discuss prevalence worldwide, historical backgrounds, models of disability, and disability etiquette. Additionally, educational paths and transition into adulthood for these individuals will be explored.

## **Course Delivery Method**

This course will be delivered online (76% or more) using a synchronous delivery format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on February 27<sup>th</sup>.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
  - The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Course Objectives

This course is designed to enable students to do the following:

1. Identify DSMV classification/definitions of Intellectual Disability & Autism Spectrum Disorder
2. Understand the prevalence of an Intellectual Disability & Autism Spectrum Disorder worldwide
3. Develop awareness of the causes of disability
4. Integrate disability etiquette into their field
5. Discuss the impact of disability related to psychological, behavioral, and educational considerations
6. Describe transition related events of an individual with a disability
7. Gain an understanding of various strategies to be used when interacting with individuals with disabilities

## Professional Standards (CACREP)

None

## Required Texts

Students will be provided with course related resources, as well as additional documents and links.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and Examinations**

Course assignments are listed in the class schedule

- **Other Requirements**

**Attendance:** In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

**Course Requirements:** Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the end of day on the Sunday one week after the class. Due to the nature of this course being virtually presented, please check all technology 15 minutes prior to class.

- **Grading**

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

	<b>Description</b>	<b>Points per Class Meeting</b>	<b>Point Total for Class Completion</b>
<b>Attendance</b>	Students are expected to arrive to class on time to receive full attendance points. A point will be deducted for every minute a student is late to class past the indicated start time.	<b>25</b>	<b>50</b>
<b>Participation</b>	Students are expected to actively participate in all class discussions, group work and developing panel questions in order to receive full points each class meeting.	<b>10</b>	<b>20</b>
<b>Reflections</b>	Students are expected to submit reflections by 11:59pm of both class meetings. Failure to submit these reflections by the deadline will receive no points.	<b>10</b>	<b>20</b>
<b>Article Reviews</b>	Students are expected to arrive to the class on <b>Sunday</b> with one article review as outlined by the blackboard announcement. Failure to bring the article reviews to the class meeting will result in earning 0 points.	<b>10</b>	<b>10</b>
		<b>50 points per class</b>	<b>100 points total</b>

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

### Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

### Class Schedule

Class	Date	Topic(s)	Assignments
1	2/27/2021	Overview of Disability: <ul style="list-style-type: none"> <li>• Prevalence worldwide</li> <li>• Brief historical background</li> </ul>	DUE: N/A  ASSIGNED:

		<ul style="list-style-type: none"> <li>• Models of Disability (e.g. Moral, medical, Social...)</li> <li>• Disability Etiquette</li> </ul> <p>Learners with Intellectual Disabilities and Autism Spectrum Disorder:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• DSMV Classification</li> <li>• Prevalence</li> <li>• Causes</li> <li>• Identification: Intelligence/Adaptive Behavior</li> <li>• Psychological and behavioral characteristics</li> <li>• Educational considerations</li> <li>• Early Intervention</li> <li>• Transition into Adulthood</li> <li>• Panel: ID and Service providers</li> </ul>	<ul style="list-style-type: none"> <li>- Class 1 reflection submitted through blackboard by 11:59pm</li> </ul>
2	2/28/2021	<ul style="list-style-type: none"> <li>• Article Reviews</li> <li>• Strategies</li> <li>• Evidenced Based Practices</li> <li>• Transition to adult services</li> <li>• Panel: ASD and families</li> </ul>	<p>Due: Article Review</p> <p>ASSIGNED</p> <ul style="list-style-type: none"> <li>- Class 2 reflection submitted through blackboard by 11:59pm</li> </ul>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Counseling Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications,

presentations, consultation, and training.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**