Meeting Time and Location: Tuesday, 2:25-5:25pm in Education L196

**Professor:** Brian Phillips, Ph.D., CRC  
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Kevin Bengtson, M.S.  
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**My Office Hours:** By Appointment

**TA Office Hours:** By Appointment

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**COURSE DESCRIPTION & OBJECTIVES**

This course provides an overview of the foundations of rehabilitation services in the United States with more specific orientation to the discipline of rehabilitation counseling, including the following topics: the history and philosophy of rehabilitation counseling; legislation that affects individuals with disabilities; ethical principles that guide decision-making; the vocational rehabilitation process; and the effects and impact of disabilities on individuals and society.

Topics that will receive special attention in the course include

1. Findings, purposes and policies in current rehabilitation legislation as well as laws and ethical standards affecting rehabilitation counseling. Application of ethical principles in ethical decision-making;
2. The organizational structure of vocational rehabilitation systems including public, not-for-profit, and private, for-profit service systems;
3. Informed consumer choice, review and personal responsibility in the rehabilitation process;
4. Societal issues and trends affecting rehabilitation.

**COURSE GOALS**

The goals of this course are to:

1. Develop a foundation in the history and philosophy which underlies the practice of rehabilitation counseling;
2. Have a working knowledge of key legislation affecting rehabilitation counseling, including the purposes and policies of current legislation;
3. Describe the organizational structure of vocational rehabilitation and other rehabilitation services;
4. Identify areas of ethical decision-making, and apply ethical principles in addressing these areas;
5. Understand issues around consumer choice, review and responsibility, and how to operationalize these principles in practice;
6. Discuss current issues and trends in society that impact upon the field of rehabilitation counseling.

MATERIALS AND RESOURCES


Other Materials:

Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues. Note that quiz and exam content may also come from additional readings.

Accommodations:

The University of Wisconsin-Madison supports the right of all students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me, the course instructor, of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will then work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.
COURSE REQUIREMENTS

Assignments & Points

<table>
<thead>
<tr>
<th>Point Scale:</th>
<th>Points/each</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five In-Class Assignments (5, drop one)</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Reading Activities (10)</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Exam One</td>
<td></td>
<td>12</td>
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<tr>
<td>Exam Two</td>
<td></td>
<td>20</td>
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<tr>
<td>Final Project</td>
<td></td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
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</table>

Grading Scale:

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

94 % - 100 % or 94 - 100 points = A
87 % - 93 % or 87 - 93 points = AB
80 % - 86 % or 83 - 86 points = B
73 % - 79 % or 77 - 82 points = BC
66 % - 72 % or 70 - 76 points = C*
60 % - 65 % or 60 - 69 points = D*
00 % - 59 % or 00 - 59 points = F*

* Students performing at this level should have contact with the instructor to determine a plan for improvement.

Note: I do not round decimal points at the end of the semester. Thus, a score of 93.9 receives an AB while a score of 94.00 receives an A.

Late Assignments All written assignments are due before the start of class (2:25pm) on the day they are due. Late assignments will receive an automatic 15% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter. Extenuating circumstances (e.g. death in family, hospitalization, etc.) with documentation may serve to reduce this deduction.
DESCRIPTION OF ASSIGNMENTS

IN-CLASS ASSIGNMENTS (8 points)

There will be a total of FIVE in-class assignments during the course of the semester. You are able to miss one and still receive full credit. These in-class assignments will be completed in class on the day assigned. In-class assignments are designed to facilitate the learning of course material. No makeup work is allowed for in-class assignments except for in the extreme case.

WEEKLY QUIZZES & TEXT ACTIVITIES (40 points)

Each quiz/text activity will be announced and defined one week prior to the date that it is due; assignments (either quiz or text activity) must then be completed before the beginning of class the following week. Although open-book, these quizzes and text activities must be completed individually rather than in groups. These activities are set up to reward reading of class material prior to discussing it in class, to aid class discussion, and to facilitate retention of the material.

Students will complete a quiz or text activity nearly every week that reading is assigned during the course of the semester. Quizzes can be web-based multiple choice, true-false, and fill-in-the-blank. Quizzes are open book and can be taken up to two times within the dates assigned. If taken twice, you will be awarded the highest of the two quiz scores.

The nature of the text activity assignments will vary and will be based on the assigned reading. Quizzes and text activities completed after the beginning of class will not be accepted (extenuating circumstances may result in partial credit).

EXAMS (32 points)

Both exams will cover all assigned readings and class content up to that point in the class. This means that the final exam will be comprehensive. The exams may include fill in the blank, multiple choice, short answer and/or essay.

Exceptions for completing the examinations on the assigned date must be worked out prior to the exam date (extenuating circumstances may result in partial credit)

Final Project – Children’s Book (20 points)

In your groups, you will be asked to create a book about a key person or event in the disability rights movement or in the creation or professionalization of rehabilitation counseling. The audience for this brochure is children between the ages of 5-8 years old (equivalent to kindergarten through 2nd grade). The goal—inform children about a person or event in disability history without boring them to tears. This will likely be the first, but hopefully not the last, children’s book on disability history that they will ever read. You will briefly share your projects with the class as well.
More details will be provided on Learn @UW course site.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Assigned Readings</th>
<th>Topics &amp; Discussion</th>
<th>Assignments &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 9.06.16</td>
<td>No Assigned Readings</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>2: 9.13.16</td>
<td>Patterson et al. (2012) Scope of Practice</td>
<td>Introduction to Rehabilitation Counseling</td>
<td></td>
</tr>
<tr>
<td>3: 9.20.16</td>
<td>R&amp;R (Ch 1 &amp; 2)</td>
<td>History and Legislation</td>
<td>RA 1</td>
</tr>
<tr>
<td>4: 9.27.16</td>
<td>R&amp;R (Ch 3) TBA</td>
<td>The ADA and Recent Legislation</td>
<td>RA 2</td>
</tr>
<tr>
<td>5: 10.04.16</td>
<td>Patterson et al. (2012) Code of Ethics</td>
<td>Ethics and Ethical Decision Making in Rehabilitation Counseling</td>
<td>RA 3</td>
</tr>
<tr>
<td>6: 10.11.16</td>
<td>R&amp;R (Ch 4)</td>
<td>Philosophical and Economic Considerations</td>
<td>RA 4</td>
</tr>
<tr>
<td>7: 10.18.16</td>
<td>No Assigned Readings</td>
<td>Exam One</td>
<td></td>
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<tr>
<td>8: 10.25.16</td>
<td>R&amp;R (Ch 8 &amp; 9)</td>
<td>Role and Function of the RC Evaluation</td>
<td>RA 5</td>
</tr>
<tr>
<td>9: 11.01.16</td>
<td>R&amp;R (Ch 10 &amp; 11)</td>
<td>Planning Phase Utilizing Facilities and Supports</td>
<td>RA 6</td>
</tr>
<tr>
<td>10: 11.08.16</td>
<td>R&amp;R (Ch 12 &amp; 13)</td>
<td>Job Placement Assistive Technology</td>
<td>RA 7</td>
</tr>
<tr>
<td>11: 11.15.16</td>
<td>Ditchman et al. (2014)</td>
<td>Public Rehabilitation One-Stop Career Centers</td>
<td>RA 8</td>
</tr>
<tr>
<td>13: 11.29.16</td>
<td>R&amp;R (ch 15) Frain et al. (2012)</td>
<td>Veteran’s Administration Independent Living Services</td>
<td>RA 9</td>
</tr>
<tr>
<td>14: 12.06.16</td>
<td>Chan et al. (2012)</td>
<td>Evidence-Based Practice and Research Utilization</td>
<td>RA 10</td>
</tr>
<tr>
<td>15: 12.13.16</td>
<td>No Assigned Readings</td>
<td>Group Presentations and Summary of Class</td>
<td>Final Project</td>
</tr>
</tbody>
</table>

Exam Two (Final Exam) – 7:25pm, 12.19.2016 – Location TBD

Please note that this syllabus is subject to change with notice.

RA = Reading Assignment