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Class Location: 1339 Sterling Hall
Class Time: Wednesday 9:00 am -12:00 pm

Pre-requisite: Completion or exemption from first communication course, Comm A

Course Description

Welcome to the combined 501/630 class. This class is designed to address issues related to your professional development while you are concurrently involved in a field/internship experience in the community (630). In addition, this is a Comm B course, which means the seminar class will include substantial instruction in writing and communication skills. The University outlines specific guidelines for Comm B courses, including a required number of written assignment with specified pages, required number of oral presentation, and opportunities for revisions on both written and presentation assignments. Overall, this class will emphasize written and oral communication skills, use of appropriate APA style and disciplinary conventions in writing/speaking, and productive use of library resources specific to our discipline.

In order to assist with the assignments for this class and any other class, the Writing Center has extensive services and resources available. Please visit http://www.writing.wisc.edu for more information.
Course Objectives

The combined courses provide an introduction to the rehabilitation and human service delivery system and the clients served within that system through classroom instruction and discussion sections, visits to and/or from rehabilitation and human services agencies and programs, and participation in field placements. In addition, instruction is provided in combination with assignments completed, in professional communication, particularly writing related to course content and professional practice in rehabilitation and human service settings. Course objectives focus on the following areas:

a) Promoting an understanding of the rehabilitation and human service system and a number of specific agencies and programs within the system.

b) Promoting an understanding of the clients served by rehabilitation and related agencies and their needs.

c) Promoting a more thorough understanding of one particular agency or program and the clients served (the field placement agency).

d) Promoting skills in professional communication, particularly writing, along with speaking, presentation skills, critical reading and logical thinking along with substantial evidence to support the argument.

e) Promoting consideration of career options within the field of rehabilitation.

Course Readings

Students are responsible for all reading assignments (in the required text, electronic reserve readings, and other materials distributed in class). The text is available for purchase through University Bookstore. Additional readings can be found on the Learn@UW course website.

Required Textbooks


Additional Required Readings: located at Learn@UW course website

Supplemental readings for the course will be uploaded on the Learn@UW site. See course schedule for additional information.
Accommodations

I wish to fully include persons with disabilities in this course. If you have a disability for which you require accommodations to promote your learning and participation in this class, please let the instructor or teaching assistant know **within the first 3 weeks of class**. The McBurney Disability Resource Center (608-263-2741; http://mcburney.wisc.edu) is the organization on campus to contact regarding campus disability-related policies and services.

Campus Support Services

The following additional support services are available:

- University Health Services: Medical & Counseling  #265-6500
- Career Services                #262-1755
- Tutoring, GUTS            #263-5666

Writing Resources

Writing Center Resources: 263-1992

- The UW-Madison Writing Center is a tremendous resource to improve writing skills that include writing tips, individual appointments, and classes. Online access is available at http://writing.wisc.edu/. You are highly recommended to utilize this resource to help with your writing assignments.

APA Style: http://www.apastyle.org/

Purdue online writing lab: http://owl.english.purdue.edu/owl/resource/560/01/

Academic Integrity:

The University of Wisconsin-Madison is a community of learners. We come together to learn from and teach each other. Inherent in that relationship is an expectation of academic integrity, an ethic of scholarship. The UM Madison Code of Academic Integrity is in force in this classroom, as it is throughout campus. Students are expected to educate themselves about these ethical standards and seek advice from professors when they have questions about academic integrity. Please see more information at: http://pubs.wisc.edu/ug/geninfo_rules.htm

Professionalism and Other Important Information:

- Please be respectful in your communications with the instructor, the teaching assistants and other students in this course. This means take your turn in class, give presenters and lecturers your undivided attention and be considerate of how you address other students. Additionally, be considerate on how you address the instructor and teaching assistants in class, in office hours, and through email.
• I have an open door policy, if you have any questions or concerns, please contact me.

• Due to the nature of this class, I expect that personal classroom disclosure will stay in the classroom.

**Turning in Homework**

• Homework must be turned in on the day it is due. Dropboxes will be set up on Learn@UW for all assignments. If you will be late to class or absent on the day homework is due, you must have it submitted before class. If assignments are turned in late, 10% of the points on your assignment grade will be deducted.

**Course Structure**

1. **Classroom (501)**

   *Attendance & Participation (30 points):* Students are required to attend and participate in all classes. If circumstances arise during the semester that require you to miss class or leave class early, you are responsible for notifying the instructor.

   Students will be graded on attendance and participation as follows:
   
   o 10 points: No unexcused absences
   o 20 points: Classroom participation as noted by instructor. This includes participation in class over the entire semester, being on time to class, notifying the instructor when missing class, and showing respect toward the instructor and classmates. ***Electronic devices (e.g., cell phones, laptops, tablets) are not permitted for use in the classroom unless they are being used for accommodation purposes or I have otherwise specified permission.***

   *Conference (20 points):* Midway through the semester, students are required to meet with the lecturer in order to discuss their progress as a writer. During this meeting, any issues related to the weekly logs, reflection papers, or the topic paper will be discussed. This is a good time to get personal feedback on your writing as well as a great opportunity to ask any questions that you might have regarding tips for improving your writing, or for developing your topic paper. Students receive 20 points for coming to their meeting prepared and as scheduled.

   *Field Placement Site Presentation (30 points):* This assignment requires students to give an oral presentation to the class regarding the agency or program in which you are completing your field placement. In compiling information for the presentation, you may interview staff at your field placement agency or program and collect written materials from the agency, as well as materials from other sources. The presentation should be in PowerPoint format. Please email me your presentation by 8 am the morning you are scheduled to present. This assignment is worth 30 points. A grading rubric for this assignment is available on the Learn@UW site.
**Topic Paper (130 points total, including drafts):** Students will write a 15-20 page paper, in APA format, on a topic of interest related to rehabilitation service delivery to persons with disabilities. The paper will be developed and submitted in steps throughout the semester. This assignment is worth a total of 130 points.

Your section due dates are as follows:
- **10/5:** Topic paper proposal and outline (10 points)
- **10/19:** Title page, abstract, and at least 10 scholarly references from peer-reviewed journal articles (15 points)
- **11/2:** Introduction (20 points)
- **11/30:** Draft 1 of final paper (20 points)
- **12/14:** Final paper (65 points)

**Topic Paper Presentation (35 points):** This assignment requires students to give an oral presentation based on the focus of their topic paper. The presentation should be in PowerPoint format. This assignment is worth 30 points. A grading rubric for this assignment is available on the Learn@UW site.

**Weekly Reflection Papers (50 points total, 5 points each):** Beginning on September 21, each student will be required to submit a weekly 1 page reflection on a specific topic. A specific topic will be assigned each week by the instructor. This exercise will help students engage in a personal reflection on internship sites and classroom discussions. In addition, it will provide students with practice in journaling and assist in the development of clear, concise writing skills. A rubric for reflection papers will be submitted on the Learn@UW site. Each reflection paper is worth 5 points, for a total of 50 points at the end of the semester. Students have the opportunity to submit one additional reflection paper focused on a classroom speaker or speakers of their choice for an additional 5 extra credit points.

***All written assignments should be uploaded to the Learn@UW Dropbox by 11:59pm on the day it is due. Late assignments will receive a 10% deduction in points per day.***

2. **Field placement (630)**

**RP&SE 194-630:** A field placement or internship must be arranged by each student in a cooperating rehabilitation and human service agency or program. Field placements must be arranged as soon as possible before the beginning of the semester or during the first 2 weeks of the semester and will begin as soon as possible. **If you are having any difficulty locating and securing placements, it is your responsibility to alert the instructor of the class so immediate assistance can be provided.** The weekly required hours for internships depend on how many credit hours the student is enrolled for. **For each credit hour the student is enrolled, she/he must complete 40 hours.**

**Weekly Logs:** Students are required to submit weekly logs documenting the hours spent at internship sites. An electronic copy should be uploaded to Learn@UW, and a hard copy should be brought to class. You are required to keep track of weekly hours, as well as
cumulative hours to-date. A weekly log template is available on Learn@UW. Each week, you should type (not handwrite) the days of the week/times you spent at your practicum site, indicate the number of hours you spent at each practicum that week, and indicate the number of total hours you have spent at your practicum to-date. This document should be updated each week and turned into the instructor at the beginning of each class period. ***Note: other than your supervisor’s signature, your weekly logs must be typewritten. Weekly logs must be signed by site supervisors for acceptance.

Learning Contract: A learning contract must be prepared by you, signed by both you and your supervisor, and submitted to the instructor by September 28. The contract will include a list of responsibilities specified in some detail, including observational and other activities designed to familiarize you with the agency, its services and procedures, and clientele. It will also describe the major case service responsibilities and duties that you will carry out over the course of the semester. In addition, a list of learning objectives will be included, specifying what knowledge and skill you hope to develop through the placement. The contract can be found under the content section of the Learn@UW page. ***Note: Your learning contract must be typewritten, 12 point, Times New Roman font.

Evaluations: Your agency supervisor in your field placement will be asked to complete 2 written evaluations of your performance; (1) a mid-term and (2) a final evaluation. Your mid-term evaluation will be reviewed and signed by your University Practicum RPSE supervisor, your practicum site supervisor, and you. You are required to coordinate this with all parties (between 10/12/16-10/19/16). The final evaluation will provide the primary basis for the course grade in the field placement. Evaluation of your performance for grading purposes will be based on the supervisor’s rating in two areas:

- Reliability and conscientiousness in fulfillment of assigned responsibilities; and
- Perceptions of your potential for future work in rehabilitation settings serving people with disabilities and other special needs. The instructor may adjust the supervisor ratings if, after consultation with the agency supervisor and student, this adjustment seems justified. The agency supervisor will be asked to review the final evaluation with you, and you will then bring the final evaluation to the instructor on the last day of class.

Midterm site visits should be scheduled between 10/12/16 and 10/19/2016
- Midterm Evaluation Due: 10/26/2016
- Final Evaluation Due: 12/14/2016
- Final Hour Logs Due: 12/14/2016

***In order to receive a passing grade in the 501/630 course, all portions of the field experience requirements must be completed. Requirements include completion of your field hours, and submission of the appropriate documentation.
**Breakdown of points:**

- Attendance, participation, and professional behavior: 30 points
- Writing conference: 20 points
- Presentation on field placement site: 30 points
- 10 reflection papers: 50 points
- Topic paper presentation: 35 points
- Topic paper: 130 points (total)
- Total Points: 295 points

A = 277-295 points (94-100% of possible points)
AB = 256-276 points (87-93%)
B = 236-255 points (80-86%)
BC = 221-235 points (75-79%)
C = 200-220 points (68-74%)
D = 177-200 points (60-67%)
F = 176 points or less (59% or less)

*See next page for course schedule...*
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Agenda</th>
<th>Student Sign-Up</th>
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<tbody>
<tr>
<td>September 7</td>
<td>Introduction</td>
<td>• Introductions&lt;br&gt;• Review syllabus/general course information&lt;br&gt;• Sign up for site/topic presentations</td>
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<td>September 14</td>
<td>Getting acquainted; Ethics</td>
<td>• Check in re: sites&lt;br&gt;• Lecture/Discussion&lt;br&gt;• Assign Reflection paper</td>
<td>• Kiser Ch. 1-2</td>
<td>• Weekly logs (including cumulative hours)</td>
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<td>September 21</td>
<td>Communicating with clients</td>
<td>• Writing Center speaker (TBD)&lt;br&gt;• Site presentations (7 students)&lt;br&gt;• Check in re: sites&lt;br&gt;• Review expectations for proposal/outline&lt;br&gt;• Review Person-first language&lt;br&gt;• Assign reflection paper</td>
<td>• Kiser Ch. 3</td>
<td>• Reflection paper 1&lt;br&gt;• Weekly logs (including cumulative hours)&lt;br&gt;• Site presentation (send to Erin by 8am the day you present)</td>
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<td>September 28</td>
<td>UW Library Resources Writing and reporting case notes</td>
<td>• Visit Memorial Library for instructional program w/ Steve Baumgart&lt;br&gt;• Site presentations (5 students)&lt;br&gt;• Check in re: sites&lt;br&gt;• Lecture/Discussion&lt;br&gt;• Assign reflection paper</td>
<td>• Kiser Ch. 6&lt;br&gt;• Rogers (1992)</td>
<td>• Reflection paper 2&lt;br&gt;• Weekly logs (including cumulative hours)&lt;br&gt;• Learning contract&lt;br&gt;• Site presentation (send to Erin by 8am the day you present)</td>
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<td>October 5</td>
<td><strong>LOCATION:</strong> Room 231 Memorial Library</td>
<td>• Reflection paper 3&lt;br&gt;• Weekly logs (including cumulative hours)&lt;br&gt;• Topic paper proposal and outline&lt;br&gt;• Site presentation (send to Erin by 8am the day you present)</td>
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<td>Date</td>
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<td>October 12</td>
<td>The Integrative Processing Model</td>
<td>• Check in re: sites • Sign up for writing conferences • Lecture/Discussion • Review expectations for title page, abstract, and references • Assign reflection paper</td>
<td>• Kiser Ch. 5 • Kiser Ch. 8 • Reflection paper 4 • Weekly logs (including cumulative hours)</td>
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<td>October 19</td>
<td>Diversity and cultural competence/ cultural humility</td>
<td>• Check in re: sites • Lecture/Discussion • Review expectations for topic paper introduction • Assign reflection paper</td>
<td>• Kiser Ch. 7 • Tervalon &amp; Murray-Garcia (1998) • Reflection paper 5 • Weekly logs (including cumulative hours) • Topic paper title page, abstract, and 10 references</td>
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<td>October 26</td>
<td>Writing conferences</td>
<td>• Writing conferences • Assign reflection paper</td>
<td>• Reflection paper 6 • Weekly logs (including cumulative hours) • Midterm site evaluation (bring to writing conference)</td>
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<td>November 2</td>
<td>Positive Psychology</td>
<td>• Check in re: sites • Lecture/Video/Discussion • Assign reflection paper</td>
<td>• Chou et al. (2011) - optional • Reflection paper 7 • Weekly logs (including cumulative hours) • Topic paper introduction</td>
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<td>November 9</td>
<td>Self care/Stress-reduction</td>
<td>• Check in re: sites • Lecture/Discussion • Stress reduction activities • Assign reflection paper</td>
<td>• Kiser Ch. 9 • Reflection paper 8 • Weekly logs (including cumulative hours)</td>
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<td>November 16</td>
<td>Ending your internship</td>
<td>• Check in re: sites • Lecture/Discussion • Review expectations for draft 1 of topic paper • Mini writing conferences • Assign reflection paper</td>
<td>• Kiser Ch. 10 • Reflection paper 9 • Weekly logs (including cumulative hours)</td>
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<td>November 23</td>
<td>No class</td>
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<td>• Weekly logs (including cumulative hours)</td>
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<td>November 30</td>
<td>Career planning</td>
<td>- Check in re: sites&lt;br&gt;- Review expectations for presentations&lt;br&gt;- RPSE Program Speaker (Dr. Smedema)</td>
<td>Kiser Ch. 11&lt;br&gt;- Reflection paper 10&lt;br&gt;- Weekly logs (including cumulative hours)&lt;br&gt;- Final topic paper, Draft 1</td>
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<td>December 7</td>
<td>Topic paper presentations</td>
<td>- Topic paper presentations 10-15 min. each (10 students)</td>
<td>- Topic paper presentation (send to Erin by 8am the day you present)&lt;br&gt;- Weekly logs (including cumulative hours)</td>
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<td>December 14</td>
<td>Topic paper presentations</td>
<td>- Topic paper presentations, 10-15 min. each (9 students)</td>
<td>- Topic paper presentation (send to Erin by 8am the day you present)&lt;br&gt;- Weekly logs (including cumulative hours)&lt;br&gt;- Final topic paper&lt;br&gt;- Final site evaluation; Final weekly logs</td>
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