Department of Rehabilitation Psychology &
Special Education
University of Wisconsin-Madison

RPSE 660: Foundations of Rehabilitation Counseling (3 Credits)
Spring 2017 – Thursdays 9:00-11:45am
Prerequisites: Consent of Instructor

Instructor: Susan M. Smedema, Ph.D., CRC, LPC
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, 438 Education Building
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Madison, WI 53706
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Phone: 608-265-0845
Office hours: By appointment

Co-Instructor: Susan Flowers Benton
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1000 Bascom Mall, 431 Education Building
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Madison, WI 53706
Email: flowersbento@wisc.edu
Office hours: By appointment

Teaching Assistant: Alie Kriofske Mainella
Email: kriofskemain@wisc.edu

Classroom: Education L177

Course Description and Learning Outcomes:
This course is designed to provide students with foundational knowledge necessary for successful practice as a rehabilitation counselor. The first half of the course provides an orientation to the rehabilitation counseling profession, while the second half covers information related to the psychosocial aspects of disability.

Students completing this course will be able to identify, describe, address, and/or demonstrate all of the following:

Specified curriculum requirements for the Licensed Professional Counselor credential in the State of Wisconsin:
   a. the history and development of rehabilitation counseling;
b. theories and models related to rehabilitation counseling;
c. social science theory that addresses psychosocial aspects of disability; and
d. principles of rehabilitation, including prevention, intervention, wellness, consultation, education, and advocacy.

Specified standards for the specialty area of Clinical Rehabilitation Counseling as determined by the Council for Accreditation of Counseling & Related Educational Programs (CACREP):
5.D.1. Foundations
a. history and development of rehabilitation counseling
b. theories and models related to rehabilitation counseling
c. social science theory that addresses psychosocial aspects of disability
5.D.2. Contextual Dimensions
a. roles and settings of rehabilitation counselors
c. rehabilitation services delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services network
j. effects of co-occurring disabilities on the client and family
k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on client’s life and career development
o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
p. environmental, attitudinal, and individual barriers for people with disabilities
q. assistive technology to reduce or eliminate barriers and functional limitations
r. legislation and government policy relevant to rehabilitation counseling
s. cultural factors relevant to rehabilitation counseling
t. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
u. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
v. professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling
w. legal and ethical considerations specific to clinical rehabilitation counseling

Course Structure:

Classroom activities will consist of lecture, discussion, small group exercises/presentations, multimedia presentations, and guest speakers. Students are expected to read assigned materials prior to class, to attend class, and to participate actively in classroom discussions and activities. Class time will be used to review and emphasize points, to elicit critical analysis and reflection, and to explore potential applications of the material in rehabilitation counseling practice. If you are ill and unable to attend class, please send an email to the TA. Multiple absences will impact your grade.
**Course Requirements:**

**Reaction Papers (4 X 25 points = 100 points):**
Students will be asked to complete four brief reaction papers, in response to an activity, video, or guest speaker which takes place during class. These papers will be brief (2-3 pages typed, double-spaced, 12-point font) and will be due the following class period. More information will be provided about these papers during class.

**Exams (2 X 100 points = 200 points):**
There will be two exams: a mid-term and a final. The exams will be based on both assigned readings and class lectures. The final exam will be non-cumulative and will take place the last day of class, not during finals week.

**Required Readings:**

All required readings will be posted on the course Canvas site. No formal textbook is assigned.

**Grading Scale:**

- **A** = 276-300 points (92-100%)
- **AB** = 255-275.5 points (85-91.9%)
- **B** = 234-254.5 points (78-84.9%)
- **BC** = 219-233.5 points (73-77.9%)
- **C** = 218.5 points or less (72.9% or less)

**Writing Center Resources:**

The UW-Madison Writing Center is a valuable resource for writing tips, individual appointments and classes to improve writing skills. Online access is available at http://writing.wisc.edu/.

**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. Students may initiate contact regarding accommodation either by email or a face-to-face office appointment. I will then work either directly with the student 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.
# TENTATIVE SCHEDULE
*(Subject to Change with Advanced Notice)*

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Lecturer</th>
<th>Lecture Topic(s)</th>
<th>Reading Assignment</th>
<th>Assignment/Exam</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19</td>
<td>Dr. Smedema and S. Flowers Benton</td>
<td>Introductions; Course orientation; Discussion of person-first language</td>
<td>Syllabus; Online readings linked on Canvas site in announcement dated Jan 4</td>
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<tr>
<td>2</td>
<td>1/26</td>
<td>S. Flowers Benton</td>
<td>Intro to the discipline of Rehabilitation Counseling; History and Development; Professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling</td>
<td>Parker &amp; Patterson ch. 1 Maki &amp; Tarvydas ch. 3</td>
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<td>3</td>
<td>2/2</td>
<td>S. Flowers Benton</td>
<td>Legislation and government policy relevant to rehabilitation counseling; Legal and ethical considerations specific to clinical rehabilitation counseling</td>
<td>Maki &amp; Tarvydas ch. 4 Hoff (2014)</td>
<td>Reaction Paper #1</td>
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<td>4</td>
<td>2/9</td>
<td>S. Flowers Benton</td>
<td>Roles and settings; rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs; rehabilitation counseling services within continuum of care; Relationships between clinical rehabilitation counselors and medical and allied health professionals;</td>
<td>Parker &amp; Patterson ch. 3 Toriello, Bishop, &amp; Rumrill ch. 7</td>
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<td>5</td>
<td>2/16</td>
<td>S. Flowers Benton</td>
<td>Environmental barriers for people with disabilities; assistive technology to reduce or eliminate barriers and functional limitations</td>
<td>Hammel et al. (2015) Rubin and Roessler ch. 13</td>
<td>Reaction Paper #2</td>
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<td>6</td>
<td>2/23</td>
<td>S. Flowers Benton</td>
<td>Job Placement; Research, Evidence-based practice</td>
<td>Maki &amp; Tarvydas ch. 15 Leahy et al. (2014)</td>
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<td>7</td>
<td>3/2</td>
<td>S. Flowers Benton</td>
<td>Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems; Third party reimbursement, and other management issues in rehabilitation counseling</td>
<td>Shaw et al. (2006)</td>
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<td>8</td>
<td>3/9</td>
<td>None</td>
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<td>EXAM</td>
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<tr>
<td>9</td>
<td>3/16</td>
<td>Dr. Smedema</td>
<td>Theories and models related to rehabilitation counseling</td>
<td>Chan, Gelman, Ditchman, Kim &amp; Chiu (2009); Bruyere, van Looy, &amp; Peterson (2005); Smart &amp; Smart (2006)</td>
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<td>Week</td>
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<td>10</td>
<td>3/23</td>
<td>None</td>
<td>Spring Break</td>
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<td>11</td>
<td>3/30</td>
<td>Dr. Smedema</td>
<td>Attitudinal, and individual barriers for people with disabilities;</td>
<td>Livneh (2012); Marini (2012a); Smart (2001); Mpofu &amp; Harley (2006); Shaw, Chan, McMahon (2012)</td>
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<td>Effects of discrimination, such as handicapism, ableism, and power,</td>
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<td>privilege, and oppression on client’s life and career development;</td>
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<td>Cultural factors relevant to rehabilitation counseling, including the</td>
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<td>intersectionality of disability and other minority statuses</td>
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<td>12</td>
<td>4/6</td>
<td>Dr. Smedema</td>
<td>Social support; Effects of disability on the family; Role of family,</td>
<td>Chronister, Johnson, &amp; Berven (2006); Marini (2012b); Koscuilek et al., 1993; Banks, 2003</td>
<td>Reaction Paper #3</td>
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<td>social networks, and community in the provision of services for and</td>
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<td>treatment of people with disabilities</td>
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<td>13</td>
<td>4/13</td>
<td>Dr. Smedema</td>
<td>Social science theory that addresses psychosocial aspects of</td>
<td>Smedema, Bakken-Gillen, &amp; Dalton (2009); Livneh &amp; Antonak (2005); Bishop (2005)</td>
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<td>disability; Psychosocial adaptation to chronic illness and disability;</td>
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<td>Interventions to positively support psychosocial adaptation to</td>
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<td>disability (guest speaker – Michael Mohr)</td>
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<td>14</td>
<td>4/20</td>
<td>Dr. Smedema</td>
<td>Sexuality and disability (guest speaker – Helena Juergens)</td>
<td>Juergens &amp; Smedema (2009); other reading(s) TBD</td>
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<td>15</td>
<td>4/27</td>
<td>Dr. Smedema</td>
<td>Positive psychology; Prevention, wellness, &amp; quality of life</td>
<td>Barden, Conley, &amp; Young (2012); Marini &amp; Chacon (2012); Smedema (2014);</td>
<td>Reaction Paper #4</td>
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<tr>
<td>16</td>
<td>5/4</td>
<td>None</td>
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<td>EXAM</td>
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