Meeting time and location: Thursdays, 2:25pm-5:25pm in Grainger Hall, Rm 1185

Instructor: Deborah Pape, Ph.D. MA(Bioethics)dapape@wisc.edu

My Office Hours: By Appointment Only

Teaching Assistant: Kate Bakhuizen
bakhuisen@wisc.edu

TA Office Hours: By Appointment Only

COURSE DESCRIPTION

In Rehabilitation Counseling Psychology Foundations we consider the discipline of rehabilitation counseling as well as other human service positions in the United States, including the following topics: defining the human service profession; essential qualities of health care professionals; the history and philosophy of rehabilitation counseling; the history of and current issues in human services; legislation affecting individuals with disabilities; the ADA; the vocational rehabilitation process; and individual and societal aspects of disability.

COURSE GOALS

The goals of this course are to:

1. Develop a foundation in the history and philosophy that underlies the practice of the human service field;
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 human 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 human service field

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:**

I wish to fully include persons with disabilities in this course. 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>Assignments</th>
<th>Points Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight In-Class Assignments (8)</td>
<td>2</td>
<td>16</td>
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<tr>
<td>Engage Activities (5)</td>
<td>4</td>
<td>20</td>
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<tr>
<td>Quizzes (2)</td>
<td>10</td>
<td>20</td>
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<tr>
<td>Exam One</td>
<td>20</td>
<td></td>
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<tr>
<td>Exam Two</td>
<td>24</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**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 80 – 86 points = B
- 73 % - 79 % or 73 – 79 points = BC
- 66 % - 72 % or 66 – 72 points = C*
- 60 % - 65 % or 60 – 65 points = D*
- 00 % - 59 % or 00 – 59 points = F*

Note: Decimal points are not rounded at the end of the semester. A score of 93.9 receives an AB while a score of 94.00 receives an A.
* Students performing at this level should have contact with the instructor to determine a plan for improvement.

**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 (16 points)**

There will be a total of EIGHT (2 points each), in-class assignments during the course of the semester. 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.

**QUizzes & ENGAGE ACTIVITIES (40 points)**

Each quiz/reading 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 reading 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.

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).

**EXAM ONE and EXAM TWO (44 points)**

Both exams will cover all assigned readings and class content up to that point in the class. 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)
## COURSE SCHEDULE AND DUE DATES

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Assigned Readings</th>
<th>Topics &amp; Discussion</th>
<th>Assignments &amp; Quiz Due Dates</th>
</tr>
</thead>
</table>
| 1: 09/05/19 | Neukrug (Chapter 1)  
Patterson, Szymanski, & Parker(2012) | – Introduction and Course Overview  
– Defining the Human Service Professional | |
| 2: 09/12/19 | Neukrug (Chapter 2) | – History of Human Services  
– History of Rehabilitation  
– Legislation & ADA | EA 1: Introduce Yourself  
EA 2: Legislation in the News |
| 3: 09/19/19 | Neukrug (Chapter 3)  
CRCC(2017)  
Pape & Klein(1986) | – Standards in the Profession  
– Philosophical & Economic Considerations | EA 3: ETHICS AWARENESS & IMAGINATION TRAINING |
| 4: 09/26/19 | Readings TBA | – Societal Values & Ethical Commitment  
– Ethics Awareness and Imagination Training | Quiz 1 – will cover lectures and readings from weeks 1-3 |
| 5: 10/03/19 | Neukrug (Chapter 4)  
Scofield et al(1980) | – Theoretical Approaches to Human Service Work  
– Models of Disability | |
| 6: 10/10/19 | Neukrug (Chapter 6)  
Nosek(2018) | – Development of the Person  
– The Patient as an Individual  
– Rehabilitation Clients & Their Needs | EA 4: Assistive Technology |
| 7: 10/17/19 | No Assigned Readings | | – Exam One – |
| 8: 10/24/19 | Neukrug (Chapter 8)  
Rubin, Roessler, & Rumrill(2016) | – Organizational and Community Change and the Roles of Consultation and Supervision  
– Utilizing Facilities & Supports | EA 5: Professional Collaboration |

Details provided on Canvas site.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Chapters/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9: 10/31/19</td>
<td>Neukrug (Chapter 7)</td>
<td>Couples, Family &amp; Group Helping</td>
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<td>EA 6: Disability &amp; Other Diversity</td>
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<td>11: 11/14/19</td>
<td>Neukrug (Chapter 10)</td>
<td>Women with Disabilities</td>
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<td>Independent Living</td>
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<td>Sociological Aspects of Disability</td>
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<td>Quiz 2 – will cover lectures and readings from weeks 8-10</td>
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<td>12: 11/21/19</td>
<td>Neukrug (Chapter 11)</td>
<td>Research, Evaluation &amp; Assessment</td>
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<td>Neukrug (Chapter 5)</td>
<td>The Helping Interview</td>
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<td>EA 7: IRBs</td>
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<td>EA 8: INTERVIEW PRACTICE</td>
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<tr>
<td>13: 11/28/19</td>
<td>- NO CLASS -</td>
<td>- THANKSGIVING -</td>
</tr>
<tr>
<td></td>
<td>- Enjoy your day</td>
<td></td>
</tr>
<tr>
<td>14: 12/05/19</td>
<td>No Assigned Readings</td>
<td>- FINAL EXAM -</td>
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*Syllabus is subject to change WITH notice*