ties of daily living” (ADL) department, which offers activities in a simulated apartment setting where patients may learn and practice tasks they will need in everyday living. Also included in the field of medical rehabilitation is a special area called rehabilitation technology (formerly rehabilitation engineering), developed during the 1970s and 1980s, that deals with prosthetics (devices attached to the body) and orthotics (equipment used by disabled people). In addition to the actual engineers who design these products, rehabilitation technology also includes professionals who serve as consultants to manufacturers on the design, production, and marketing of medical devices.

Vocational rehabilitation helps the client achieve a specific goal, which can be either a type of employment (competitive, sheltered, volunteer) or a living situation. Services include prevocational evaluation, work evaluation, work adjustment, job placement, and on-the-job training. Facilities offering vocational rehabilitation include state-supported local units in hospitals, the Veterans Administration, sheltered workshops, insurance companies, and speech and hearing clinics. Rehabilitation counseling is a relatively new field whose support personnel offer a variety of services to the disabled, particularly that of coordinating and integrating the various types of assistance available to a particular client. The rehabilitation counselor also assists in locating job opportunities, interpreting test results, and assisting with personal problems.

Since the 1980s, supported employment (employment of the disabled through programs that provide them with ongoing support services) has become increasingly popular as a means of vocational rehabilitation. Traditionally, the most common form of supported employment has been the sheltered workshop, a nonprofit organization—often receiving government funds—that provides both services and employment to the disabled. Today, sheltered industrial employment mainstreams disabled workers into the regular workplace with jobs modified to meet their needs, especially those of the severely disabled. However, both cutbacks in funding for government support services and affirmative action provisions of the 1973 Rehabilitation Act pertaining to federal contractors led to increasing private sector participation efforts in the 1980s. Some firms became involved in career education, offering internships to disabled students, which sometimes led to permanent employment. Other recent trends include rehabilitation of persons with traumatic brain injuries and severe learning disabilities, and rehabilitation of the homebound and the elderly.

The U. S. Department of Education administers most federal programs for rehabilitation of the disabled, often through its Office of Special Education and Rehabilitative Services (OSERS). Within OSERS, the Rehabilitation Services Administration (RSA) supervises the state offices of vocational rehabilitation. Organizations involved in rehabilitation efforts include the National Rehabilitation Association, the National Association of Rehabilitation Facilities, and the President’s Committee on Employment of People with Disabilities.

Further Information

American Paralysis Association 24-hour tool-free information and referral hotline. (800) 526–3256.

Rehearsal

Mental activities associated with committing information to memory.

Rehearsal is a term used by memory researchers to refer to mental techniques for helping us remember information. Its technical meaning is not very different from our everyday use of the term. Actors rehearse their lines so that they won’t forget them. Similarly, if we want to retain information over time, there are strategies for enhancing future recall. There are two main types of rehearsal. The first is maintenance rehearsal, which involves continuously repeating the to-be-remembered material. This method is effective in maintaining information over the short term. We have all had the experience of looking up a phone number and subsequently forgetting it (or part of it) before we have dialed it. This illustrates the fact that new material will fade from memory relatively quickly unless we make a purposeful effort to remember it. One of the advantages of a touch tone telephone is that the number can be dialed more quickly compared to the old rotary dial phones, thereby reducing the length of time required to keep the number in memory. Maintenance rehearsal typically involves rote repetition, either out loud or covertly. It is effective for maintaining relatively small amounts in memory for brief periods, but is not likely to affect retention in the long term.

In order to retain information for longer periods of time, elaborative rehearsal is more useful. This second main type of rehearsal involves associating new material with information that already exists in long-term memory. There are numerous occasions on which students are required to remember large amounts of relatively complex information—certainly more complex than a phone
number. In these situations, reciting the information over and over again is not going to help commit it to memory. Such a strategy would be hopelessly inefficient and ineffective. Instead, elaboration strategies that engage the learner in understanding the material are helpful, both for storing information, and for retrieving it in the future. Elaboration can take a variety of forms. For example the learner can generate personal examples that help illustrate concepts or principles. Enriching the material by concentrating on its meaning not only makes it more understandable, it also helps establish potential pathways for subsequent retrieval. Study groups provide a context for elaborative rehearsal. Discussions or arguments about various topics will enrich the subject matter and add to its meaningfulness. The most effective studying techniques are those that enhance understanding. Trying to explain a concept to a friend is a good way of testing your own grasp of it, and at the same time engages you in a form of elaborative rehearsal.

Timothy Moore

Further Reading

Wilhelm Reich

1897-1957
Austrian psychoanalyst whose unorthodox ideas contributed to the development of psychoanalytic theory.

Although Wilhelm Reich is remembered primarily for his legal battle with the United States Food and Drug Administration (FDA) over their outlawing of his “orgone energy accumulator,” his earlier works were influential in the development of psychoanalysis. In The Function of the Orgasm, published in German in 1927 and in English in 1942, Reich placed the drive for sexual fulfillment at the center of human psychology and argued that neuroses resulted from sexual repression. In his Character Analysis, published in Vienna in 1933 and in the United States in 1949, he described how defensive character traits were developed to cope with specific emotions, and he argued that the goal of therapy was to remove these repressive traits. These ideas have become mainstays of psychoanalytic theory.

Born in 1897 in Dobrzynica, in the region of Galicia that was part of the Austrian Empire, Reich’s family soon moved to Jujinetz in Bukovina in the Ukrainian region of Austria. There his father, Leon Reich, raised cattle on a large estate. Reich was educated at home by tutors until age 14, when he entered the German gymnasiu

Reich moved to Berlin, Germany, in 1930, where he continued to write prolifically and organize “mental hygiene” clinics for workers. In 1933 he published The Mass Psychology of Fascism, an attack on Nazism which emphasized the connections between personal and sexual issues and political issues. He found himself expelled from the German Communist Party for his sexual and psychoanalytic views, and from the International Psychoanalytic Association for his political views. His marriage also ended in 1933, and he entered into a marital

Becomes a disciple of Freud

With the end of World War I in 1918, Reich entered medical school at the University of Vienna. There he encountered Sigmund Freud, joined the Vienna Psychoanalytic Society, and began practicing psychoanalysis. He earned his M. D. in 1922 and married a fellow medical student and psychoanalyst, Annie Pink. The couple had two daughters. Reich continued to study psychiatry for two more years at the Neurological and Psychiatric Clinic in Vienna. When Freud established the Psychoanalytic Polyclinic in 1922, Reich was his first clinical assistant. In 1928, Reich became vice-director. Between 1924 and 1930, he was also director of the Seminar for Psychoanalytic Theory. During this period, Reich developed his theories of “character analysis” and his controversial theory of “orgastic potency,” that defined orgasm as the basis for mental health.

In 1928, Reich joined the Communist Party and co-founded the Socialist Society for Sex Consultation and Sexological Research, a clinic that provided workers with sex education and birth control information. Reich’s increasing interest in reconciling Marxism and psychoanalysis, culminating with his Dialectic Materialism and Psychoanalysis, first published in Moscow in 1929, was a factor in his break with Freud. Freud’s rejection left him deeply depressed. He developed tuberculosis, which had killed both his father and his brother, and spent several months in a sanitarium in Switzerland.

Attacked for unorthodox ideas

Reich moved to Berlin, Germany, in 1930, where he continued to write prolifically and organize “mental hygiene” clinics for workers. In 1933 he published The Mass Psychology of Fascism, an attack on Nazism which emphasized the connections between personal and sexual issues and political issues. He found himself expelled from the German Communist Party for his sexual and psychoanalytic views, and from the International Psychoanalytic Association for his political views. His marriage also ended in 1933, and he entered into a marital